DOCUMENT RESUME

ED 054 512 52 CG 006 653

AUTHOR Gutcher, Dale G.; Blake, Margaret

TITLE Development of Vocational Guidance and Placement Personnel for Western Metropolitan Areas. Final Report.

INSTITUTION Colorado State Univ., Ft. Collins.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.o

BUREAU NO BR-9-0524

PUB DATE Jun 71

GRANT OEG-0-9-150524-4520(725)

NOTE 154p.; Institute IV

EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTORS Career Choice; Career Planning; Counseling; Employment Opportunities; Guidance Programs; *Inservice Programs; Institutes (Training Programs); *Occupational Guidance; Placement; *Professional Personnel; *Training; Vocational Counseling; *Vocational Education

ABSTRACT

This report discusses a week long institute (May 11-15, 1970) on vocational guidance that was held at Colorado State University and attended by 80 participants from 19 states and 52 cities. The institute dealt with 5 problem areas: (1) the need for counselors to reach disadvantaged persons in metropolitan areas; (2) the concern over improving vocational counseling competency; (3) the search for outside resources available to counseling professions; (4) the need to find methods of developing working relationships with business and industry; and (5) the desire for establishing methods of bringing the helping professions closer together. To deal with these 5 issues, the institute included guest speakers, group interaction, and field trips. Speeches are included. Based on a series of questionnaires completed by the participants, the institute directors found that the participants were favorably impressed with the institute, and, upon returning to their own institutions, were revising their career planning programs. (Author/RK)

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FINAL REPORT

Institute IV

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Project No. 9-0524
Grant No. OEG-0-9-150524-4520 (725)

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR WESTERN METROPOLITAN AREAS

Part of
Short Term Institutes for Inservice Training of
Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas

G. Dale Gutcher

Margaret Blake

Colorado State University
Fort Collins, Colorado

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June, 1971

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CG 006 653

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ACKNOWLEDGEMENTS

The institute co-directors wish to express their sincere appreciation to all members of the planning group for their valuable assistance in preparing and finalizing the institute program, and to the consultants whose valuable input contributed materially to the success of the institute.

The special contributions and help of all staff members of the Department of Vocational Education, Colorado State University is also greatly appreciated, as is that of Mr. Robert Young and Mr. Larry Jenkins who assisted in assembling the institute output and in the evaluation analysis.

Particular gratitude is extended to Mrs. Omie Ware, Supervisor of Guidance, Houston Independent School District, who prepared the initial written summarization of all work group activities. Thanks is also due Mrs. Jolene Maul for her preparation of the final written manuscript.

We also wish to express our special appreciation to Mr. Robert G. Glenn, Dr. Richard Mitchell, Mrs. Omie Ware, Dr. King Wientge, and Mr. Joe Walker, who served as group leaders for the working sessions and whose enthusiasm greatly aided in the success of this institute.

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SUMMARY

GRANT NO.:	OEG-0-9-150524-4520 (725)
TITLE:	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas.
INSTITUTE DIRECTOR:	Dr. G. Dale Gutcher Department of Vocational Education Colorado State University
INSTITUTE CO-DIRECTOR:	Dr. Margaret Blake Department of Psychology University of Northern Colorado
INSTITUTION:	Department of Vocational Education Colorado State University Fort Collins, Colorado 80521
PERIOD:	May 11-15, 1970

Problem, Purpose, and Objectives

If the school system is to progress toward maximizing its effectiveness, coordinated effort is mandatory among all areas. Referrals from vocational educator to counselor and consultations from counselor to educator are illustrations of effective use of pooled information and talents. This institute was directed toward improving the offerings of all school and community workers, as well as improving understanding among them. Five specific problems were given as the central focus from which participants could reach any other concerns with which they might be dealing.

These five problems were:

1. How can counselors reach disadvantaged persons in the metropolitan areas and be of service to them?

2. What procedures can be used for improving vocational counseling competency through counselor preparation techniques?

3. What are the resources, including federal legislation, available to counseling professions? What methods can be used to develop these resources?

4. By what methods of working with business and industry will adequate employment and placement opportunities be provided?

5. What methods will accomplish a close working relationship among counselors, vocational educators, general educators, and people in the work community?

Competent guidance and counseling services through effective training and updating programs is a vital concern of all personnel workers, as is full realization and utilization of available resources. This institute was designed to attack these problems and others introduced by the participants.

Procedures and Activities

A planning committee was established to finalize the institute program and to suggest suitable consultants. This committee consisted of staff members from the Departments of Education and Vocational Education at Colorado State University, members of the Colorado State Board for Occupational Education, and members of the Department of Psychology, University of Northern Colorado.

To better accomplish the objectives of the institute, the participants were divided into five working groups. Each group was assigned a professional stenographer who was responsible for taking notes and typing the materials developed by each group prior to the next work session. These materials, along with the problem, were rotated daily among the five groups. This eliminated much duplicate effort and each succeeding session was able to build upon the efforts of past work sessions.

Meetings of the group leaders were held before and during the Institute to coordinate the efforts of the groups and to improve the operational aspects of the institute.

There were eighty participants registered for the Institute. These participants represented nineteen states and fifty-two cities.

Conclusions and Recommendations

An evaluation of the Institute based upon information supplied by the participants indicates that it very successfully achieved its objectives and met the level of expectation of those present.

It was recommended that the Institute be replicated in the very near future with an objective of further refining this output and using it as a basis for further development. It was also suggested that an institute be conducted wherein an equal mix of Vocational Educators and Vocational Guidance personnel would have the opportunity to develop strategies for a closer, more effective working relationship between the two groups.

CHAPTER I

INTRODUCTION

It was a major purpose of this institute to bring together counselors, vocational educators and others in related lines of work for the purpose of cooperating on common problem areas and learning to communicate with one another. Probably among the most important persons in the school system--from almost any student's point of view--are the vocational educator and the counselor. These people, more than academic instructors and administrators, are directly in contact with the individual's private life; his career and personal goals and his educational progress toward attaining those goals. It seems incongruous and unnecessary that the counselor and the vocational educator, both of whom help the student toward almost exactly the same objectives, often do not work very closely together.

Problem

If the school system is to progress toward maximizing its effectiveness, coordinated effort is mandatory among all areas. Referrals from vocational educator to counselor and consultations from counselor to educator are illustrations of effective use of pooled information and talents. This institute was directed toward improving the offerings of all school and community workers, as well as improving understanding among them. Five specific prbblems were given as the central focus from which participants could reach any other concerns with which they might be dealing. These five problems were:

1. How can counselors reach disadvantaged persons in the metropolitan areas and be of service to them?

2. What procedures can be used for improving vocational counseling competency through counselor preparation techniques?

3. What are the resources, including federal legislation, available to counseling professions? What methods can be used to develop these resources?

4. By what methods of working with business and industry will adequate employment and placement opportunities be provided?

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5. What methods will accomplish a close working relationship among counselors, vocational educators, general educators, and people in the work community?

Purposes

Outstanding educators and personnel workers are always vitally concerned with improving competency and serving youth in a meaningful and relevant capacity. Actual experience sometimes jolts a counselor or vocational teacher into realizing that his training program may not have been adequate or did not qualify him for the particular situation in which he finds himself. Even the most comprehensive training produces workers who need updating after a time lapse. Across the country, there are long-overdue efforts to expand, update and make pertinent the facilities for enabling today's youth to live happy, productive lives. There seems to be particular emphasis on aid to disadvantaged in metropolitan areas, which is very welcome and much needed. The federal and state governments have legislated financial support for programs which are directed toward effecting desired changes in the areas of mental health, special programs for the disadvantaged and minority groups, and certain educational concerns.

This institute was designed to attack these problems and others which might be introduced by participants. Suggestions for the improvement of content and emphasis of counselor education programs seemed to be one of the more crucial concerns.

There are numerous attempts to better the status of disadvantaged, and as in any unproven venture, some programs are innovative and practical while others do not appear to be making much of an impact. There exists considerable overlap, often without organized attempts to avoid duplication of effort. In Denver alone, for example, there are at least 47 organizations with special programs to ease the burden of the economically disadvantaged with the alarming consequence that "professional disadvantaged" persons who are overly aggressive, may ricochet from one organization to another without much apparent intent of betterment, while the vast majority of the same population may be unaware that help is available. The institute proposed to examine and critique different programs, and awaken participants to the agencies which may be available.

It is certainly recognized by federal government officials that even though grants and special programs may be available for selected purposes, the actual resources may not be utilized because of failure on the part of many to realize their availability, to say nothing of the reluctance that qualified persons often manifest toward writing a proposal. With the cooperation of the U. S. Departments of Labor and Health, Education, and Welfare, participants were informed of guidelines and clues which might be incorporated into projects.

Rather recently, involved employment agencies and officers have discovered that unexpected and sometimes quite unorthodox procedures may be necessary in addition to traditional interview-questionnaire practices in job placement. A good part of the difficulty seems to lie between middle-class orientation and assumptions and the actual experiences and background of those being placed. Part of the institute program dealt with employment and placement opportunities, with the intent of enlightening the public about special needs.

Since this institute was stratified to reach persons in a variety of areas, one major purpose was to mix vocational counselors with counselor educators, state department of education officials, governmental agents, representatives of professional organizations and representatives of selected agencies. They were expected to develop understandings and respect for positions of others, and to exchange knowledge for mutual benefit. Participants were selected with some consideration for the input they were able to bring with them.

Procedures

The general plan was to present an authority or group of prominient persons talking about one of the five selected problems until each of them were covered. This usually was scheduled for the morning, with the afternoon devoted to group work in discussing the presentation, brainstorming within the group, and drawing ideas and recommendations together.

A unique aspect of this institute was that it was "people-oriented" in that five groups were assigned and members attended one group the entire week. Each group was assigned a professional stenographer, who took notes and typed them before the next afternoon, when they were passed on to the group assigned that problem for that afternoon. In this way, duplication of effort was avoided and each session was able to build on cumulative effort of past days. This meant that some groups could be discussing Problem 5, for instance, before an expert had presented that topic, but participants had been preinformed of topics and asked to bring ideas and materials to the conference. This innovative idea was suggested by Dr. Duane Blake, who has since written an article about his institute plan. This article, plus a pictorial model is contained in Appendix B.

The institute was keynoted by Dr. Ernest Dean, Utah State Senator and Director of Research for Utah Technical College. Dr. Dean has been instrumental in advancing vocational programs and had many suggestions to inspire his audience to take action themselves toward implementing favorable legislation. He has headed numerous committees in the senate to promote vocational interests.

Dr. Peggy Hawley, a counselor educator from San Diego State College spoke of her experience in setting up internships in government and semi-private work agencies. Her formal presentation is included in the institute proceedings.

The resources available to counselors were discussed by Mr. Emanuel Weinstein, Program Officer of Student Personnel in Washington, D. C. Mr. Weinstein was able to supply information about grants and aids and answered questions from the participants from his first-hand store of information. Though Mr. Weinstein was unable to provide a copy of his presentation for inclusion in this report, his remarks stimulated the participants to reassess their own information sources.

One of the more innovative speakers on the program was Dr. Bill Boast of the Denver Community College. Dr. Boast challenges traditional education and suggests substitution of teaching methods and educational objectives which excite the student to want to learn. His address is included in the proceedings.

Dr. Henry Borow, Professor of Psychology at the University of Minnesota, spoke about new techniques for school counselors. He traced the historical development of vocational counseling in actual development as well as in legislation; tying vocational education and counseling together. He exploded several myths by giving facts, but presented positive directions which can be taken to insure greater effectiveness for counselors. This talk is presented in outline form in the institute print-out.

Dr. Reuben Zubrow, sociologist from the University of Colorado in Boulder conducted a 3-year study of Denver's employment and economic situation. He reported that the unemployment and underemployment, when compared with the demands for workers, show that the employment practices are ineffective. He emphasized the need to give status, satisfaction, upward mobility and decent pay to jobs in Denver and generalized this to include the nation.

The labor picture in Denver, particularly for the racial minorities, was presented by Mr. James Love of the Denver Chamber of Commerce National Alliance of Businessmen. He told of numerous agencies operating in Denver who do more than the employment office normally does in the way of giving special consideration to circumstances for the disadvantaged, such as providing shoes for the first day of work, or educating the new employee to the use of an alarm clock.

Panels provided variation to the program, and the one on Friday, May 15, of the institute combined the offerings of Mrs. Mary Ann Parthum and her experiences in the cooperative program of West High School in Denver; Tom Ewing and Mitchell James of Boys, Inc., Jerry Soliz,

Special Programs Consultant of the Denver Public Schools and J. William Porter of the Model Cities Concentrated Employment Program in Denver. These persons provided a wide scope of background experience, different agency support, and ethnic backgrounds. Audience participation was high, and a fitting climax to the week. Fred Featherstone of the USDA Manpower Administration summarized and reacted.

Thursday night's banquet featured Dr. A. Norman Feingold, National Director of B'nai B'rith Vocational Service in Washington, D.C. His organization has rivalled the national government itself in volume and quality of materials printed for vocational counseling. He gave the job outlook for the 70's presenting a positive picture for making the most of opportunities.

Another interesting variation from the morning lecture-afternoon-work group sessions was the field trip on Thursday afternoon to Hewlett-Packard Corporation in Loveland, Colorado, one of the largest manufacturers of electronics equipment in the country. The institute members toured the plant in small groups, each with their own guide who was a worker from the floor of the plant. They were able to converse with workers, see operations first-hand, choose their own preferences for spending time. They were then assembled in one large room and were given the opportunity to ask questions of the personnel director and his assistant over coffee and rolls provided by the plant. This field trip, though a specific industry, gave institute participants one experience of real working conditions from which they could generalize and make inferences about job markets, skill requirements, and employment practices. An idea that Hewlett-Packard utilizes, for instance, is the "house mother" idea to replace personnel managers. This is a woman in each division (practically all of Hewlett-Packard's assemblers are women) who is allowed time and compensation from her assembly-line work to listen to the grievances of fellow employees.

This, then, is a brief statement of the procedures that were used to provide participants with suggestions for meeting the concerns counselors and vocational educators alike share. They listened to nationally prominent speakers, panels, and a film relating to five problem areas of reaching the disadvantaged effectively, improving counselor-education programs, utilizing available resources and implementing new ones, working with industry to improve relations as well as adjust to meet industry's demands, scrutinizing employment and communicate effectively. They were assigned to groups which were people oriented and each group was given the opportunity to provide input for each problem, utilizing the accumulation of effort of previous groups on each problem. They enjoyed a first-hand experience of taking a field trip to an industry, which provided first-hand information concerning industrial needs for trained personnel.

Participants

Applications for participation in the institute were solicited by means of a brochure mailed to all major cities of the western United States, to all State Directors of Vocational Education in these western states, and to many individuals. Participants were then selected from the applicants on the basis of their geographic location, the input that they could contribute, their leadership responsibility, and their potential for utilizing the output of the institute to bring about changes in their own locale.

There were 80 registered participants at the institute. Of these, nine were involved with counselor education, 33 were guidance and counseling personnel, 10 were local director of vocational programs, eight were employed by state departments of vocational and technical education, thirteen were teacher coordinators of vocational programs, two were community college administrators and five were employed by federal programs (WIN and MDTA).

As indicated in Table 1, participants represented 19 states and 52 cities.

TABLE #1

STATE REPRESENTED BY PARTICIPANTS

STATE	FREQUENCY	PERCENTAGE
Alaska	1	1.2
Arizona	8	10.0
Arkansas	1	1.2
California	6	7.5
Colorado	15	18.8
Hawaii	1	1.2
Kansas	1	1.2
Louisiana	1	1.2
Minnesota	5	6.2
Missouri	5	6.2
Nebraska	1	1.3
Nevada	4	5.0
New Mexico	2	2.5
Oklahoma	4	5.0
Oregon	9	11.3
Texas	4	5.0
Utah	3	3.8
Washington	7	8.8
Washington, D. C.	2	2.5
TOTAL	80	100.0

Evaluation

This section presents the participants' perception of the institute based on their responses to the Evaluation Form. It includes their general assessments of the institute, their perceptions of the program and their perception of whether they will modify their future work activities.

Although 80 participants attended the institute, only 65 completed the evaluation instrument. Thus, 15 participants were deleted from the evaluation of the institute.

Table #2 shows a majority of participants considered the institute as meeting their expectations. In particular, 65% of the participants agreed or strongly agreed that the institute met their expectations. Most participants also felt the institute objectives were clear, (Table 3), and were the same as their own (Table 4).

As might be expected, an overwhelming majority of participants accepted the purpose of the institute (Table 5). As further evidence, Table #6 shows that, when presented with the statement "the objectives of this institute were not realistic," a majority of participants, (85%), did not agree.

Two open-ended questions revealed the strengths and weaknesses of the workshops as perceived by the participants. As reported in Table #7, 49% indicated that the institute speakers were a significant strength to the institute. In addition, an equal percentage indicated that the opportunity to gain information from other participants was also a major strength.

TABLE 2

PARTICIPANTS ASSESSMENT OF INSTITUTE
MEETING THEIR EXPECTATIONS

(Item: The Institute Met My Expectations)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	8	12.3
Agree	34	52.3
Undecided	10	15.4
Disagree	10	15.4
Strongly Disagree	3	4.6
TOTAL	65	100.0

TABLE 3

PARTICIPANTS' PERCEPTION OF CLARITY
OF INSTITUTE OBJECTIVES

(Item: The Objectives of this Institute Were Clear to Me)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	12	18.5
Agree	39	60.0
Undecided	9	13.7
Disagree	4	6.2
Strongly Disagree	1	1.6
TOTAL	65	100.0

TABLE 4

SIMILARITY OF INSTITUTE OBJECTIVES
WITH PARTICIPANTS' OBJECTIVES

(Item: The Objectives of This Institute Were Not the Same as My Objectives)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	1	1.5
Agree	8	12.3
Undecided	6	9.3
Disagree	41	63.2
Strongly Disagree	9	13.7
TOTAL	65	100.0

TABLE 5

PARTICIPANT'S ACCEPTANCE OF INSTITUTE PURPOSE

(Item: The Participants Accepted the Purpose of This Institute)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	7	10.8
Agree	43	66.2
Undecided	9	13.7
Disagree	5	7.7
Strongly Disagree	1	1.6
TOTAL	65	100.0

TABLE 6

PARTICIPANTS' PERCEPTION OF REALISM OF INSTITUTE OBJECTIVES

(Item: The Objectives of This Institute Were Not Realistic)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	2	3.1
Agree	6	9.2
Undecided	2	3.1
Disagree	44	67.7
Strongly Disagree	11	16.9
TOTAL	65	100.0

TABLE 7

PARTICIPANTS' PERCEPTION OF THE MAJOR
INSTITUTE STRENGTHS

RESPONSE	DISTRIBUTION
Institute Speakers	32
Opportunity to gain information from other participants	32
Small group discussions	15
TOTAL	79

TABLE 8

PARTICIPANTS' PERCEPTION OF THE MAJOR
INSTITUTE WEAKNESSES

RESPONSE	DISTRIBUTION
Lack of flexibility	12
Overstructuring of small group discussions	6
Too theoretical	6
Need for more planned activities in the evening	6
Poor distribution of materials	5
Lack of social activities	3
Too many "lecture" sessions	3
TOTAL	41

A high degree of positive group dynamics and interrelation occurred during the Institute. Table 9 shows the majority (83%) of participants considered that the group worked well together. Furthermore, 92% of the participants stated they "really felt a part of the group" (Table 10). Thus, it is not surprising as Table 11 shows, that 92% of the participants also indicated sufficient opportunity to express ideas during group discussion. Table 12 showed that 72% of the participants characterized the group discussions as excellent.

TABLE 9

PARTICIPANTS' PERCEPTION OF GROUP EFFECTIVENESS

(Item: We Worked Well as a Group)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	26	40.0
Agree	28	43.1
Undecided	6	9.2
Disagree	4	6.2
Strongly Disagree	1	1.5
TOTAL	65	100.0

TABLE 10

PARTICIPANTS' SELF PERCEPTION AS A GROUP MEMBER

(Item: I Really Felt A Part of the Group)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	21	32.2
Agree	39	60.0
Undecided	1	1.6
Disagree	4	6.2
Strongly Disagree	0	0.0
TOTAL	65	100.0

TABLE 11

PARTICIPANTS' PERCEPTION OF OPPORTUNITIES TO EXPRESS IDEAS

(Item: I Had No Opportunity to Express My Ideas)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	0	0.0
Agree	4	6.2
Undecided	1	1.5
Disagree	34	52.3
Strongly Disagree	26	40.0
TOTAL	65	100.0

TABLE 12

PARTICIPANTS' ASSESSMENT OF GROUP DISCUSSIONS

(Item: The Group Discussions Were Excellent)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	14	21.5
Agree	33	50.8
Undecided	6	9.2
Disagree	10	15.4
Strongly Disagree	2	3.1
TOTAL	65	100.0

Most of the participants (82%) felt that the speakers knew their subject matter. (Table 13)

TABLE 13

PARTICIPANTS' PERCEPTION OF SPEAKERS KNOWLEDGE OF TOPICS

(Item: The Speakers Really Knew Their Subject)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	18	27.7
Agree	35	53.8
Undecided	10	15.4
Disagree	2	3.1
Strongly Disagree	0	0.0
TOTAL	65	100.0

Eighty-three percent of the participants stated the written materials distributed at the Institute were valuable to them (Table 14). 74% indicated the printed materials proved of use to them during the Institute. (Table 15)

TABLE 14

PARTICIPANTS' ASSESSMENT OF THE VALUE OF INSTRUCTIONAL MATERIALS

(Item: The Material Presented Seemed Valuable to Me)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	10	15.4
Agree	44	67.7
Undecided	9	13.7
Disagree	1	1.6
Strongly Disagree	1	1.6
TOTAL	65	100.0

TABLE 15

PARTICIPANTS' ASSESSMENT OF THE USEFULNESS OF INSTRUCTIONAL MATERIALS

(Item: The Printed Materials That Were Provided Were Very Helpful)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	6	9.2
Agree	42	64.6
Undecided	12	18.5
Disagree	5	7.7
Strongly Disagree	0	0.0
TOTAL	65	100.0

Most participants reported that they were generally satisfied with the Institute. For example, when asked if they would apply for this Institute again, 9 out of 10 said yes. A similar percentage indicated they would recommend to friends that they attend a similar program. Furthermore, all but one stated they have gained new knowledge as a result of the Institute (Table 16).

The Institute stimulated over 86% of the participants to consider new solutions for problems of vocational education in metropolitan areas (Table 17). Accordingly, few participants (Table 18) stated the information presented was too advanced or too elementary.

Most participants perceived the Institute curricula as being readily applicable to the problems of vocational education in metropolitan areas. As Table 19 shows, 71% stated the curricula content was directed to such important problems. The majority of participants further stated (Table 20) that the theory presented during the Institute was related to the practical problems of vocational education in metropolitan areas.

TABLE 16

PARTICIPANTS' ASSESSMENT OF NEW KNOWLEDGE LEARNED

(Item: I Have Not Learned Anything New)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	0	0.0
Agree	0	0.0
Undecided	1	1.6
Disagree	27	41.5
Strongly Disagree	37	56.9
TOTAL	65	100.0

TABLE 17

PARTICIPANTS' ASSESSMENT OF THINKING
STIMULATED BY TOPICS

(Item: I Was Stimulated To Think About The Topics Presented)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	13	20.0
Agree	43	66.2
Undecided	6	9.2
Disagree	3	4.6
Strongly Disagree	0	0.0
TOTAL	65	100.0

TABLE 18

PARTICIPANTS' ASSESSMENT OF THE LEVEL OF INFORMATION

RESPONSE	DISTRIBUTION	PERCENTAGE
Too Advanced		
Strongly Agree	1	1.6
Agree	0	0.0
Undecided	2	3.1
Disagree	35	53.8
Strongly Disagree	27	41.5
TOTAL	65	100.0
Too Elementary		
Strongly Agree	2	3.1
Agree	4	6.2
Undecided	10	15.4
Disagree	35	53.8
Strongly Disagree	14	21.5
TOTAL	65	100.0

TABLE 19

PARTICIPANTS' ASSESSMENT OF CONTENT APPROPRIATENESS

(Item: The Content Was Not Readily Applicable to the Important Problems In This Area)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	5	7.7
Agree	7	10.8
Undecided	7	10.8
Disagree	35	53.8
Strongly Disagree	11	16.9
TOTAL	65	100.0

TABLE 20

PARTICIPANTS' ASSESSMENT OF PRACTICALITY OF CONTENT

(Item: Theory Was Not Related to Practice)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	2	3.1
Agree	11	16.9
Undecided	11	16.9
Disagree	33	50.8
Strongly Disagree	8	12.3
TOTAL	65	100.0

Some participants had critical comments regarding the Institute schedule. For example, 82% of the participants disagreed with the statement "there was little time for informal conversation (Table 21); however, almost half (Table 22), felt "The schedule could have been more flexible.

Most of the participants indicated a general satisfaction with the schedule. Table 23 shows that 83% said their time was well spent. As further evidence of participant satisfaction, approximately 72% reported their time was not spent on trivial matters (Table 24).

When the participants were asked if as a result of Institute Participation they planned to modify their present or future work, 92% of them said yes. Table 25 describes the nature and frequency of the most commonly identified modifications.

Among the more frequently cited examples were the giving of more emphasis to vocational counseling relating to occupational information dissemination, as well as on-the-job training programs, and application of ideas generated by the institute.

TABLE 21

PARTICIPANTS' ASSESSMENT OF TIME AVAILABLE
FOR INFORMAL CONVERSATION

(Item: There was Little Time for Informal Conversation)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	5	7.7
Agree	7	10.8
Undecided	0	0.0
Disagree	37	56.9
Strongly Disagree	16	24.6
TOTAL	65	100.0

TABLE 22

PARTICIPANTS' ASSESSMENT OF SCHEDULE FLEXIBILITY

(Item: The Schedule Should Have Been More Flexible)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	13	20.0
Agree	6	9.2
Undecided	11	17.0
Disagree	29	44.6
Strongly Disagree	6	9.2
TOTAL	65	100.0

TABLE 23

PARTICIPANTS' ASSESSMENT OF TIME
BEING WELL SPENT

(Item: My Time Was Well Spent)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	18	27.7
Agree	36	55.4
Undecided	7	10.8
Disagree	3	4.6
Strongly Disagree	1	1.5
TOTAL	65	100.0

TABLE 24

PARTICIPANTS' ASSESSMENT OF TIME
DEVOTED TO TRIVIAL MATTERS

(Item: Too Much Time Was Devoted to Trivial Matters)

RESPONSE	DISTRIBUTION	PERCENTAGE
Strongly Agree	3	4.6
Agree	7	10.8
Undecided	8	12.3
Disagree	42	64.6
Strongly Disagree	5	7.7
TOTAL	65	100.0

TABLE 25

MODIFIED BEHAVIORS OF PARTICIPANTS
BASED ON INSTITUTE ATTENDANCE

RESPONSE	DISTRIBUTION	PERCENTAGE
More emphasis on vocational counseling relating to occupational information dissemination and on-the-job training programs	12	18.5
Put into practice ideas learned at institute	11	16.9
Spend more time in the community	11	16.9
In-service programs for counselors	9	13.8
Reassess counseling practices	6	9.2
Work more with minority students	6	9.2
Work on advisory councils and act as consultants	5	7.7
Involve students in decision making activities	4	6.2
TOTALS	65	98.4

Follow-Up
Evaluation

Approximately six months after the institute, a follow-up questionnaire was sent to the 80 participants. More than 70% indicated they have re-evaluated present vocational programs as a result of the institute. Approximately one-half of the respondents have made changes in their present vocational programs. Almost 80% have explained new concepts to vocational teachers in the state, institution, or school district they represent. More than 50% have helped other staff members construct new curricula for vocational programs. As a result of the institute, 60% of the respondents felt they were working more closely with various segments of the community such as business, industry, and agriculture. The majority of respondents indicated they have given talks on vocational education because of the information gained at the institute. More than three-fourths of the respondents have been constantly using and referring to the printed material and information that were presented at the institute. As a result of the institute, 80% of the respondents felt they had definitely learned new ideas which were valuable, and almost 75% felt they had become more aware of the vocational needs of the disadvantaged. More than 50% have kept in contact with some of the participants and/or consultants they met during the institute.

The follow-up instrument also included an open-end question that asked the respondents to describe, in addition to those previously identified, other specific things they have accomplished as a direct result of having participated in the institute and then describe briefly the change in vocational education that resulted.

Following are some of the responses which the institute staff selected as being typical.

"I have worked with many of the counselors to help reorganize the counseling programs."

"The biggest change has been in the approach of the vocational classes to the idea of career choice. For example, at the outset of the school year we took approximately eight vocational field trips."

"I have made an attempt to reach out to 'touch base' with the community at large to give vocational education and counseling more impact. This I have done by working more closely with the community centers and the action centers."

"Developed an occupational Orientation Program for 9-10th graders 6 weeks summer session, offered 6 different skill areas. Very successful."

"The institution has begun a minority affairs program."

"I used the material to teach a one week guidance class at the university - in the capacity of a guest lecturer."

"Have assisted in writing for and obtaining funding for an Exemplary Vocational Education Project."

"I have conducted several in-service training sessions as well as helped teach one graduate level workshop in which many of the ideas gained at Ft. Collins were used."

"Greatly increased personal visits to schools that feed our vocational center to establish and maintain open communcations."

"Navajo Training Workshop for the Updating of Skills in the office and related areas."

"Am now on an Cultural Awareness Committee which deals with curriculum concerning the Black, Spanish or Mexican American and the Indian."

"New ideas, gained from the institute, aided us in writing proposals for our school district."

"I am serving on a committee to revamp a 9th grade "Business Principles" class to include a vocational orientation program."

"A pilot visitation situation has been set up with one of our neighboring schools to better acquaint them with the recent advancements in electrical and electronic technology.

"Secured mini-grant and developed student promotion material for C.O.E., H.E.O., and D.E."

"We have written a proposal for a planning grant on career development and received funding."

TABLE 26

PARTICIPANT'S RESPONSE TO STATEMENTS RELATIVE
TO BENEFITS FROM INSTITUTE AS EVALUATED
SIX MONTHS AFTER THE INSTITUTE

Because of information gained at the institute I: (Please check correct response):	YES	NO RESPONSE	NO
Have re-evaluated present vocational programs	74%	8%	18%
Have made changes in present vocational programs.	52%	6%	42%
Have explained new concepts to vocational teachers in the school district, institution, or state that I represent.	78%	6%	16%
Have constructed new curricula.	30%	10%	60%
Have helped others construct new curricula.	54%	6%	40%
Have planned new instructional programs.	42%	10%	48%
Have written proposal for vocational programs.	46%	4%	50%
Have written articles or other materials.	34%	4%	62%
Have initiated exemplary programs.	34%	8%	51%
Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	60%	10%	30%
Have given talks on vocational education.	52%	8%	40%
Have been working more effectively with other educators.	80%	10%	10%
Have been constantly using some of the information presented at the institute.	72%	9%	22%

TABLE 26 (Continued)

	YES YES	NO RESPONSE	NO
Have definitely learned new concepts which have been valuable to me.	80%	6%	14%
Have referred to and used the printed materials that were provided at the institute.	78%	8%	14%
Have become more aware of the vocational needs of the disadvantaged.	74%	12%	14%
Have developed specific programs for the needs of the disadvantaged.	28%	6%	56%
Have modified some of my present or planned activities in vocational education.	80%	8%	12%
Have kept in contact with some of the participants and/or consultants I met during the institute.	54%	6%	40%

Note: All percentage figures have been rounded to the nearest whole per cent.

CHAPTER II

COUNSELING SERVICES FOR THE DISADVANTAGED

Identifying the Disadvantaged

Before we can determine how counselors can reach disadvantaged persons we must (1) define the disadvantaged population to be served, (2) establish the instructional level of the disadvantaged persons with which we are to provide services, and (3) know what Vocational Guidance and Counseling services we are to provide to these persons.

According to the 1968 Vocational Education Amendments, a disadvantaged person is a person who has academic, socio-economic, or other handicaps such as cultural deprivation that prevent them from succeeding in training programs designed for persons without such handicaps. Other definitions brought forth during this institute, which are very similar to the one just stated, but which carry somewhat different connotations are as follows:

1. A disadvantaged person is a person who academically, culturally, mentally or economically cannot compete in a normal every day living situation.

2. A disadvantaged person is an individual who cannot, of his own choice, enter into and remain in the situation with a feeling of acceptance and security.

3. An individual who is unable to participate fully in life or the opportunities that society provides is a disadvantaged person.

4. A disadvantaged person is an individual who needs help in adjusting to society. For one reason or another, a person has not arrived at self-esteem and/or self-confidence in securing and holding a job.

A national conference on Guidance, Counseling, and Placement in Career Development was conducted during October 20-24, 1969, at Columbia, Missouri. A task group at this conference identified the urban poor (disadvantaged) as:

1. Minority groups: Indians, Puerto Ricans, Mexicans, Blacks, Migrants, and minority youth in special schools and community programs.

2. Adults: Returning veterans, underemployed and displaced workers, women returning to the labor market, immigrants for whom English is a second language.

Consultations with the following groups will help to identify those who are disadvantaged, and by cooperatively working with some of the agencies, the counselor will be able to extend his efforts to be of more service to more people.

1. Schools

2. Office Economic Opportunity

3. Employment Service

4. Welfare Departments

5. Community Action Programs

6. Vocational Rehabilitation Programs

7. Volunteers in Service to America

8. Business and Industry

9. Labor Organizations

10. Chamber of Commerce

11. Veterans Administration

12. Bureau of Indian Affairs

13. Division of the Blind

In terms of employment, there are certain skills and knowledge that a person needs to know. Lack of any of these factors jeopardize the possibility of securing and maintaining employment and these then become a severe disadvantage. Since each person can hold a different opinion as to what actually comprises disadvantagement, the definition should be stated within the responsibility that the school system holds for helping to remedy the situation. The first definition, as stated in the 1968 Amendments, is more relevant to all areas of education than others presented, and was accepted as the basis for the developmental work of the institute.

As a further basis for structuring and defining the role of Guidance and Counseling personnel, the following needs of people were adopted:

1. Each person needs guidance, counseling, and placement assistance throughout his lifetime.

2. Disadvantaged persons have special needs, and continuing programs must be structured so as to meet these needs.

3. Generally, programs must be started in the lower elementary grades so as to build self-confidence, decision making abilities, and to satisfy the many psychological needs essential to maturation.

4. Each person needs sound, extensive, occupational information upon which to base career decisions.

5. Knowledge of the availability of continuing guidance and assistance so that subsequent occupational transitions can be accomplished with minimum interruption of life style.

6. Relevant instruction throughout the entire learning period.

It is also necessary that we specify the instructional level of the identified disadvantaged population which the public schools have a responsibility to serve. Target populations and instructional levels may be classified as follows:

Target Population	Level of Instruction
A. Regular - Number of youth who need preparation for the labor market with less than a baccalaureate degree, including those preparing for useful homemaking.	Grades 9-12
B. Disadvantaged - Number of disadvantaged youth having academic, socio-economic, or other handicaps who are otherwise eligible for vocational education but who cannot succeed in regular vocational programs.	Grades 7-12

Target Population	Level of Instruction
C. Handicapped - Number of youth who are mentally, or physically handicapped and are otherwise eligible for vocational education but who cannot succeed in regular vocational programs.	Grades 7-12
D. Superior and Talented - Number of youth who need preparation for enrollment in highly skilled or technical occupations on the post secondary level.	Grades 9-13
E. Out of School Youth and Adults - Persons who have completed or left high school and who are available for study to prepare for employment and persons who are employed and need additional training and re-training.	Grades 9 and up

If we use the implied definition of "disadvantaged" of the Vocational Amendments of 1968 and direct our efforts at those disadvantaged persons at the secondary level of instruction, we can more specifically determine how counselors can react to disadvantaged persons in vocational guidance activities.

Counselors Services

Having established the working relationship, the next step is the development of an advisory group composed of people from business, industry, and labor organizations, educational personnel, and representatives from the ethnic groups which make up the body of the disadvantaged. A logical, attainable program must be developed that can best satisfy the needs and wants of the people but which retains the elements of practicability when employment training costs and other educational factors are considered.

Prior to providing guidance and counseling service to the disadvantaged, we must first improve vocational counseling.

1. One procedure to improve vocational counselor's is to start counselors at the Bachelor degree level. They could then work in an internship program which would reduce the ratio of counselees to counselor. Young counselors could relate better with the youth than a Master's degree counselor.

2. Counselors are not fully aware of the world of work, changes are always being made.

3. Counselors should have teaching experience or, at least, some exposure. Teachers should have some counseling experience. Teaching is valuable in that it keeps one in touch with the youth and counseling exposure on part of the teachers would enable them to understand the role and the purpose of the counselor.

4. Experimentation must be done in other fields because present methods are not working. For example, street counselors have shown that the old traditional route of training is not always necessary. Para-professionals and volunteers can be used to lessen the case load.

5. There is a need for more freedom of the counselors. When they receive this freedom, they should have objectives, tasks where they can reach out to the people that need them.

The Guidance and Counseling Service can become more effective if the following ideas are implemented:

1. Have a full time counselor out on the street where he is able to meet with the disadvantaged and give them information about the world of work. The counselor could then bring the young person back to some one who is willing to work with him. And, if a problem arises, the young person could return to the counselor.

2. "Detached counselor" system-counselor assigned to the district not under the jurisdiction of the Principal.

   a. Identify potential and active dropouts.

   b. Encourage them to get involved in some educational pursuit.

   c. Work with them to enhance their vocational department.

The detached counselor can provide a positive role model for the young people because he is not an advocate of the school system, but is able to help the student if he wants to get back into class.

One controversial topic is whether or not the counselor should go to the person to establish initial contact, or whether the person should go to the counselor. Disadvantaged people do not always feel that a counselor comes to help, and may therefore, be reluctant to communicate freely. They are not, however, aware of the availability of assistance, and for this reason a direct, but diplomatic, approach by the counselor is probably best.

Therapy sessions must be instituted which not only teach the person the work skills he will find necessary as an employee, but also those social and humanistic patterns which will be expected of him by his employer. These should include punctuality, dependability, minimum levels of performance, and many aspects of human relations.

Once the goals of employability have been achieved the person must be assured of placement in a suitable position. The suitability of the employment will depend to a large extent upon its accessibility and desirability to the disadvantaged person. A part of the placement function is retention and follow-up. Follow-up is essential to assure the disadvantaged person of understanding by his employer and to smooth out misunderstandings which easily occur because of the different social and cultural backgrounds of the employer and employee.

The Vocational Amendments of 1968 have provided funds for Institute IV and other conferences, and national and regional meetings on vocational guidance. The rules and regulations (Federal Register; Volume 35, Number 4) for administering the Vocational Amendments of 1968 requires that vocational guidance and counseling services provided under the Act "...shall be designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary to make meaningful and informed occupational choices, (3) assist them while pursuing a program of vocational instruction, and then (4) in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program".

Closest to the counselor as a source of information which may be used for identifying disadvantaged persons, is the school and various groups within the school system. The school nurses office can often provide information regarding persons in need of medical treatment but who rely upon the school to supply this treatment because they lack the necessary financial resources to obtain their care or treatment through regular medical facilities.

Many times the administration office and individual teachers can furnish information concerning the identification of underachievers and the reasons for their inability to measure up to regular

educational standards. This can, in many instances, point toward social, cultural, or nutritional deprivation, which inhibits some people from succeeding in regular educational programs.

Federally sponsored or operated agencies such as the Office of Economic Opportunity, Employment Services, Vocational Rehabilitation Programs, Veterans Administrations, and Welfare Programs at both state and national levels can help a counselor identify disadvantaged persons. Information contained in the files of these agencies will identify those persons who have applied for economic, health, training, and employment assistance of one kind or another.

Reaching the Disadvantaged

Once the disadvantaged have been identified, it is possible to establish a logical sequence of activities for reaching and working with the people so that the objective of gainful employment can be most readily achieved. It is important at this time for the counselor working with the disadvantaged to understand that he must work within the structure of their social and cultural organization. In many cases, it is neither desirable or necessary to change the social and cultural orientation of the person in order to make him function satisfactorily as an individual. To accomplish this, the counselor must first learn the process of effective communication, which depends on an understanding of the cultural and social values of the disadvantaged individual. The use of community workers, such as done in Oklahoma City School System, can provide a direct communications link with the disadvantaged individual and the community. These community workers will, in addition, prove invaluable by assisting the counselor in surveying, identifying, and learning the needs of the disadvantaged.

In order to be able to effectively carry out the above activities in reaching the disadvantaged, vocational counselors and guidance personnel will need to develop certain competencies and understandings. The competencies and understandings may be developed by utilizing the suggestions of participants at the Institute for Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas. The Institute was conducted in Oklahoma City, Oklahoma, on March 8-20, 1970.

One of the goals of the Institute participants was to become sensitized to the values, problems, and language of this population group. The experiences of the participants at the Institute in Oklahoma City would be of value to counselors in achieving such a goal. The experiences provided by an inservice training activity would include:

- a live-in for one or two weeks with a disadvantaged family
- Interaction with community workers
- Interaction with students in special vocational programs for the disadvantaged.

Suggestions by participants at the Institute in Oklahoma City for sensitizing persons working with the disadvantaged included the following activities:

a. "Direct contact through visits and live-ins to less-advantaged neighborhoods."

b. "A panel of residents of local less-advantaged neighborhoods."

c. "A panel of former residents of less-advantaged environment who have made it."

d. "A panel of employers of the less-advantaged.

In view of presentations and discussions among task groups at various institutes and conferences concerning the disadvantaged and sponsored by the U. S. Office of Education since 1965, it is concluded that if counselors, teachers, or others in the educational field are to reach the disadvantaged, the educator, as a minimum, must:

- Develop an understanding of the disadvantaged in the geographic area in which he is working.
- Develop an empathy for, not sympathy for, the disadvantaged.
- Review, understand, and utilize the laws of learning when dealing with the disadvantaged.
- Develop an attitude of sincerity for helping the disadvantaged and not be a crusader to change their values.
- Realize that the disadvantaged have had few, if any, experiences of success in the academic world. This may very well be one of their greatest needs.

CHAPTER III

IMPROVING VOCATIONAL COUNSELING COMPETENCY THROUGH COUNSELING PREPARATION TECHNIQUES

Introduction

Professional programs in counselor training should provide the counselor with a working knowledge of current vocational counseling theory and practice, the social educational, and work environment, economic, psychological, and sociological aspects of the world of work and the individual's vocational development. The training program must include a working knowledge of psychological and educational appraisal, statistics, research methodology, legal responsibilities and professional ethics. The opinion was voiced that it may not be necessary for vocational counselors to be occupationally proficient. This does not mean that these experiences may not be useful, but are not necessarily requirements. However, the counselor who expects to be successful in working with the vocational student should have a broad occupational background. These experiences will enable the counselor to better understand the individuals with whom he works and the environment in which they live; and to appreciate the values and ideas of others, particularly those from disadvantaged areas, thereby applying guidance procedures effectively.

Counselor requirements

The vocational counselor should be an individual who has had relevant occupational experience and whose professional preparation has included the acknowledgement of this expertise. Additional criteria should include a continuing involvement with business and industry. The counselor must have a clear understanding of the employment settings in which the student will work and of the counselor role in this particular setting. It was felt that it was very important for more counselor input to be incorporated in the development of the guidance counselor training program, suggestively through the use of advisory committees to the training program in these areas:

(1) Use of the job analysis technique to provide workable guidelines for the selection, training, placement, and evaluation of the participants in the training program.

(2) Identification of training experiences that will be realistically related to the tasks of the vocational counselor. In the training program, this should involve continual assessment of the academic preparation involved in the certification of guidance personnel.

The advisory committee to the training institution will not be passing judgement on the university's academic criteria and procedures of the guidance program. Rather, the purpose is so that the university will remain concerned about counselor training programs and aware of the need for continual reappraisal of the program through the input of the advisory committee. The advisory committee members should, both out of a sense of general professional responsibility and of a desire to improve the academic training program, be willing to spend the time and effort needed to assist the university in developing a realistic counselor education program.

There is a desire to see a more comprehensive approach in the training of counselors which would utilize this suggested procedure:

A. The first year of a two-year program would be a core curriculum in which all counselors, regardless of speciality (K-12, post high school, higher education) would have the same courses.

B. In the second year, the training curriculum would provide "spin off" programs where the guidance trainees could specialize in the area of their particular concern and interest.

Flexibility should be provided within the curriculum to allow for individual differences among the trainees in their understandings and competencies developed in the occupational setting prior to entering the counselor education program.

The sequencing of the courses during the two year program should be identified for each student and other predetermined associated learning experiences, such as internship, would be implemented. The program would provide for the integration of individual instruction, seminars, and supervised experiences during the second year in counseling and other related vocational guidance service areas in the areas of speciality as identified by the student and his advisor.

The counselor, as a result of this two year program would be able to render specialized services to the school (a) in student guidance, (b) as consultants to the vocational teachers and other members of the school staff on problems of guidance, (c) as consultant to parents in the interpretation of the school in relation to the student, and (d) in a liaison relationship between the school, the community, and community agencies at the appropriate level.

It was suggested that the counselors be exposed to a "positive" sensitivity program, not in the traditional terms as used by commercial groups, but in a manner that will demonstrate how one individual feels in his relationship to another individual.

This type of an awareness program should be beneficial to the counselor in carrying out his various duties:

(1) counseling and assisting students with educational, personal-social, occupational, placement, and related problems in planning and adjustment.

(2) working with teachers in studying, diagnosing, and understanding students, planning and conducting group guidance activities; utilizing community resources; and participating in in-service teacher-education activities.

(3) working with the administrative staff and other school personnel in planning, developing, and conducting the total guidance program, curriculum study, and research.

(4) working with supportive community agencies, parents, and individuals in coordinating school and community resources and activities which contribute to improved student personnel services.

A unique type of counselor training program was suggested as one similar to one being implemented in Pittsburg where the only structured sequence of the two-year academic program was that the trainee would enter at any one point in time and complete the program two years after that point of time. The actual process of training while on the program was contracted by the student and staff. The evaluation and supervision was done by the total staff at six-week intervals. The courses were nongraded with variable credit offered and rotated every six weeks.

Some exception was taken to the statement that counselors should function as a body politic in order to significantly affect legislation and policy decisions in their field. However, many people

did feel that the most positive form of action that counselors as a group could undertake was self-evaluation and updating guidance certification and professional standards. The majority of participants indicated they would like to see investigation of the current standard that indicates guidance counselors must also be certified classroom teachers. They were not sure that this is, today, a valid requirement for certification because of the feeling that there are other experiences that can be just as valid and meaningful as classroom teaching experience. The conclusion was that certification of guidance counselors should be based more upon performance criteria than degrees held or prior educational experiences.

Recommendations for counselor's preparation

A. The counselor education curriculum should stay current with innovative practices in the field of guidance services. Counselor preparation must be concerned with the philosophy, theory, and specific knowledges as well as the practical techniques and procedures used to enable the counselor candidate to become adaptable and innovative in his professional self-concept and his professional skills in the variety of present work situations.

B. Counselors are not always fully aware of the changes that are inherent in the working world. An internship that will allow the guidance counselor to return periodically to the changing world of work must be an integral part of the inservice professional program. The planned learning experiences and the time sequence of the internship should be sufficient to enable the guidance counselor to grow personally and professionally by developing a realistic level of counseling skill through the acquisition of working knowledge of the counselor's relationship with the world of work.

C. Every counselor should have vocational or career skills, based on identified functional activities related to his job analysis. The counselor must have an adequate understanding through actual work experience of the economic, political, and social environment in which he works. Practical experience will enhance the communications needed for providing empathy between the counselor and the vocational student in the guidance program.

D. Counselors should have some teaching experience or exposure. If teaching experience makes one a better teacher, so does it make one a better counselor, for the counselor and the teacher are both educators. They are both involved in helping students learn. Since most of his duties involve working directly with students and with teachers, the counselors who have been successful teachers will have a greater understanding of students and a greater

application of the vocational teacher's point of view than the counselor who has not taught.

E. Every counselor should have knowledge of the educational process as an institution. The changing role of the schools as a social institution involved in educational change must be a concern of the guidance counselor. Seminars, institutes, in-service training, pre-service training, and field trips will enable the counselor to be aware of the changes made continually through the educational process.

F. Every counselor should have a supervised internship program to provide practical counseling experience. This practicum or internship should be implemented in settings that offer a competent staff and adequate facilities as well as appropriate counseling and other learning experiences.

G. Counselors should be relieved of clerical work in order that they may have time to do more effective counseling. The counselor must expect that in the employment setting in which he works, conditions will be maintained that will enable him to work in a professional manner. These conditions include freedom to exercise his skills on a professional level. Time to perform the counseling function, and adequate facilities.

H. Experiences (possibly an institute type course) in working effectively with various public groups should be provided for counselors. The members of the guidance staff can contribute to the community because they have an expertise in human relations and self-actualization processes. Through the efforts of the counselors and the various public groups, the resources and tax money of the community can be more efficiently and intelligently used for preventive rather than curative purposes, particularly with those individuals identified as disadvantaged.

I. Every counselor educator should have consistent counselor training experiences which will enable the trainee to meet the standards for certification. The counselor must have a firm foundation in education both as a discipline of study and as society's formal means for inducting youth into society. The counselor needs to have a basic understanding of the culture obtained, in part through an interdisciplinary approach in his program. The counselor-trainee must have adequate experiences which would enable him to successfully engage in the techniques necessary to do a satisfactory job as a guidance counselor; thereby meeting appropriate certification requirements.

J. There should be an opportunity for dialogue between counselors and counselor educators in providing a method for reviewing periodically the counselor training program. This dialogue must pay particular attention to philosophy and objectives of the

training program, curriculum, selection, retention and placement of the counselor trainee. The responsibility of practicing counselors for assisting the counselor educators in providing an adequate program of training calls for a working commitment by every counselor who is concerned with the success of the guidance profession in reaching their objectives.

K. There should be more practical instruction provided for the counselor trainee. This instruction must provide supervised experiences that will utilize teaching methods, new equipment such as video-taping, the examination of case materials, counseling practice with individuals and small groups, and an internship or practicum in a supervised school setting.

L. Every counselor should have training in the identification of job clusters. The counselor should understand the basis for job categorization in developing a systematic approach in securing and disseminating information and assisting in the need for descriptive materials of the job systems or subsystems of job clusters. Counselors will need to develop the techniques and instruments to identify and assess the characteristics common in job clusters which will result in the identification of occupational personality patterns.

M. Every counselor should have a self-understanding so that he can relate effectively with others. The counselor must be concerned with establishing effective relationships with others--students, teachers, administrators, parents and the community. This need should serve to remind the counselor educator to concentrate on developing within his students special effectiveness with specific counselor competencies in interpersonal relations. In addition, his students must be adequately qualified to handle a variety of different situations and operational demands. Self-understanding is instrumental in establishing these needed competencies for effectively relating with others.

Recommendations for
Counselor Educators

A. Every counselor educator should have an internship program or recent work experience that will provide him with experiences that will be useful in planning the guidance trainees "program" of study.

B. Every counselor educator should have had public school background or exposure in counseling or related guidance activities with school youth. This standard should insure that the counselor educator's depth of experience will enable him to carry out advisory responsibilities adequately for the professional preparation and the supervision of learning experiences planned for the trainee.

C. There must be direct lines of communication between the counselors in the field and the counselor educators. This can be accomplished through the use of an advisory committee whose responsibilities will include the revision of the cirriculum when applicable, and will provide for guidance in readjusting the training program to make provisions for adequate experiences that will be more practical than theoretical for the guidance counselor trainee.

D. Counselor educators need to be responsible for the development of a model for comprehensive counselor training for their respective universities. This model must take into consideration the needs of the guidance counselor in those areas of self-understanding and problem solving that are necessary to aid the counselor in decision making within the school situation. The model must provide the counselor trainee with the opportunity for developing this problem-solving technique as part of his qualifications for certification.

Three questions for thought were posed as part of the summary and weighted by individuals concerned with the guidance counselor programs in the western metropolitan areas who are working with disadvantaged students. They are:

(1) If counselors and counselor educators were made more aware of the world of work by actually being employed vocationally, would this make each of them more aware of the needs of his students and himself?

(2) What can be done to make counselors more aware of the needs of the vocational and disadvantaged students that they counsel?

(3) Why do we, as counselors, feel the need to bring others "up" to our level and then, in turn, try to implant our values on the people counseled?

CHAPTER IV

COUNSELING RESOURCE AVAILABILITY AND UTILIZATION

Introduction

A great need now exists in finding qualified guidance personnel who have a knowledge of vocational guidance, counseling, placement techniques and programs. Such guidance personnel in cooperation with representatives of business and industry, vocational educators, community service personnel, and other identified resource allocators can provide an information retrieval program that may be utilized effectively by the school staff.

There is a need, as identified by the work groups, for guidance and counseling personnel to become increasingly competent in the application of various resources for the improvement of their programs and services, the group categorized these resources as: personnel and staff, community, educational research, instructional materials, and federal and state.

The guidance personnel within the school system, who can identify and then implement these various resources will be able to utilize materials and people more effectively in providing services and programs to the school and the community.

Personnel and Staff

The school counselor must become a collaborator with teachers and other staff members in accomplishing objectives. Counselors must begin at the students level as far as their experiences, values, needs, and desires are concerned, in order to help him sort out his conception of occupations, and concept of self. Such counselor-staff collaboration does not diminish the counselors responsibility for giving individual or group counseling to students. Collaboration on behalf of specific students is in addition to counselor functions as a resource for the teacher in promoting the utilization of proper occupational and educational information or vocational concepts in classroom work.

Counselors should be given the opportunity to broaden, specialize and upgrade their understanding and skills concerning the world of work. This could be accomplished by job training, work study programs, university work or other developmental programs. Rotational programs could also be instituted in which counselors would move through a series of different jobs at one level or in different types of organizations such as business firms, employment offices, or schools.

The school counselor also has a role in placement and must help the individual prepare himself psychologically for placement. This could entail interview situations, assistance in completing employment applications, information on how to contact employers and jobs available in the local community. If the school counselor is to become active in the placement phase of counseling he will need to communicate with people outside the school who are also actively engaged in placement, such as personnel or training people in business and industry. This means that he must be able to talk intelligently about competence levels, goals, and characteristics of persons to be placed as well as securing information that is relevant and accurate about placement opportunities. Vocational teachers that have programs that lead to gainful employment have always recognized that one of their responsibilities is job placement. Such teachers have always had a good working relationship with employers of the occupation for which they are preparing students.

Counselors, in order to obtain better relationships with business and industry for the purpose of providing job placement activities, should obtain the assistance of vocational teachers. Once this relationship is established, the vocational teachers will assist them in working with industry for providing job placement activities.

Teachers, whether elementary or secondary, have the potential to provide support to motivate students and help them in their vocational decisions. Through use of materials such as film, field trips, displays, students at both levels can be introduced to career development.

Teachers must realize that for some students, pure academic content has no real appeal unless its relationship to salable skills are apparent. Students without this understanding need more skill centered curricula and, if they do not receive this chance, they could very well leave school unemployable. Teachers must, therefore, seek ways by which rigid prerequisites for training can yield to individual needs. They must make sure that work, work study, or coop work experiences are seen as growth experiences.

Community
Resources

The methods for accomplishing a closer relationship among counselors, vocational and general educators, and people in the working community should be almost identical with the methods used by business and industry to provide adequate employment and placement opportunities.

Programs should be planned by vocational and counseling personnel for public information and communication. These programs could form a basis for developing or identifying methods which could-make the best use of resources in vocational guidance activities. When public support and understanding have been achieved, support from other sources such as civic organizations, educational institutions, and support from labor and industry can be realized.

Advisory committees can effectively be used by counselors. The advisory committee should be composed of personnel directors and other individuals responsible for the hiring of employees and should represent the various industries found in the community that is served by the school.

There is a great need for better communications between guidance personnel in our schools and training or personnel offices in business and industry if we are to utilize fully the resources offered by business and industry. Some of the occupational information available to counselors include the following:

1. On-the-job program which include part time jobs, summer jobs, and work study programs.

2. Visitations to work settings.

3. Simulation of work settings and occupational roles.

4. Interviewing experts or questioning representatives of different occupations.

A vehicle now exists to aid the mutual goals of educators and industry. Section 553 Part F of E.P.D.A. provides funding for different forms of exchange programs, institutes, and inservice education for vocational education personnel:

"Grants under this section may be used for projects and activities such as exchange of vocational education teachers and other staff members with skilled technicians or supervision in industry (including mutual arrangements for preserving employment and retirement

status, and other employment benefits during the period of exchanges), and the development and operation of cooperative programs involving periods of teaching in schools providing education and of experience in commercial, industrial, or other public or private employment relating to the subject matter taught in such schools. . ."

The foregoing types of exchange programs could establish communications links between vocational counselors, other counselors, principals, counselor trainees, industry and business people and State Vocational Departments which could result in a comprehensive cooperation of resource utilization.

Young people and their parents are being directly and indirectly influenced by the advertising industry, especially in the way they perceive various vocational fields. Most advertising affects white-collar occupations or the image of a man with the briefcase. The National Advertising Council should be contacted and their support solicited so that they would portray wider ranges of occupations through advertising, thus exposing the population to alternative information concerning the world of work.

Mobilization of all available organized resource concerns such as Employment Services, Vocational Rehabilitation sources, Chamber of Commerce, Labor Organizations, Social Welfare, National Association of Manufacturers, Farm Organizations, National Alliance of Business, Labor and other agencies, must be accomplished to help provide the transition from vocational training to the world of work. Institutes or workshops on media should be instituted, in which representatives of the counseling corps could be trained to pass on information, using all materials available. Programs should be planned by vocational guidance and counseling personnel. for public information and communication. These programs could form a basis for developing or identifying methods which could make the best use of resources in vocational guidance activities.

Research Programs

A vast store of materials are available from the many research projects that have been conducted, and vocational educators and counselors should become aware of them. These projects include:

a. State Master Plans

b. Local Master Plans

c. University Pilot Projects

d. Foreign Countries (Canada in particular)

Private industry has long been conducting research and many of these materials could be utilized by counselors such as:

a. Job analysis: A technique open to the counselor educator to improve the competencies of the personnel responsible for vocational guidance.

b. Efficiency analysis

c. Data Interpretation

d. Production Analysis

Research of an applied nature, if successfully implemented, could also be utilized, with the advantage of being built upon other project output. There are many models of research now in operation that have proven successful and modification of these could be used to meet the needs of individual districts. Some of these programs are:

1. World of Work

2. M.D.T.A.

3. O.I.C.

Counselors should also have experience in field research. Lists of projects and information could be channeled to an individual who would coordinate this information to form supplementary materials useful to the guidance function. The counselor should also evaluate his own work periodically through talks with his administration and the students he works with.

Inservice training should be provided for counselors to acquaint them with various sources of aid, including funds, and methods of implementation should be developed so that the goals are achieved. This should include a handbook outlining his specific responsibilities within the school community.

Instructional Resources

There is a great deal of material available today that counselors have overlooked for one reason or another. Some of these concern curriculum that has been revitalized, work study programs which have been developed jointly by industrial personnel and educators, programmed texts, computer assisted instruction, films, closed circuit instructional television, tapes, films, etc. In the next few years, these resources will change educational institutions so that students, along with teachers and counselors can utilize these resources to fit individual needs. Explorations of actual occupations are now being found in books,

charts and audio-visual aids. Many of these are now being supplied by business and industrial organizations. Computer assisted instruction and computer based educational systems are becoming large pools of resource material or career development information. Computers can be used to systemize, retrieve, and apply vast amounts of information to help students become better informed about their educational or career choices. Some of the areas in which computers are now employed:

1. Providing occupational information tailored to fit the individual.

2. Information which contains data for career making decisions.

3. Guidance-counseling support systems which can relate information on occupations, military, and universities to the student's grades, aptitudes and vocational interests.

4. Information System for Vocational Decisions, which is designed so that the student can utilize the knowledge that he has about himself to apply to training, work, and education. This can supply the basis for sound career decisions.

5. Vital Information for Education and Work (VIEW) which is used successfully in San Diego. This consists of micro film cards on which occupational information is recorded. Information can be updated easily and sent to participating schools and training facilities. The information can be used to determine the aptitude, interest, and school subjects needed for different occupations.

Another technique rapidly gaining importance in Vocational Guidance uses problem solving "career kits" which have been designed to increase student interest and search behaviors.

Reports from various research conferences and depositories of information, such as ERIC could be utilized more fully. The material is readily accessible and inexpensive.

One of the best resources is the directed work experience and job tryouts. The opportunities that are to be found in the work study programs, cooperative vocational training, and the industrial training programs permit the students to actually experience work roles which, at the same time, also permits the employers to continually check the students skills and attitudes.

Federal and State Programs

Each district or group of districts should have a coordinator who possesses a broad general background. This coordinator, in order

to utilize all available resources, must make contacts with all sources of funding such as State and Federal Governments, private foundations, and regional offices. He should disseminate the information to the following:

1. Department Heads

2. Involved teachers and counselors

3. PTA groups and civic organizations

4. Head counselor of each school

5. He should be kept informed also about all programs that are funded by the Federal government.

Federal and State Governments should definitely strive for a better distribution of information on employment surveys and opportunities. Today, there is too much duplication between the government and other helping agencies. Coordination between these agencies could remedy many problems in the disseminations of information. Local goals should be integrated into the State and Federal goals for the same reason.

Legislation must also be implemented either through congressmen or through efforts of the APGA to provide funds for new programs or implementation of programs now in existance. Legislation should provide funds to:

1. Provide for those teachers who would want to work outside the school, the opportunity to develop closer relationships with the world in which the students are going to work.

2. Encourage skill development for students, counselors, and teachers who would like to try working in a field of their own choice within the local unit.

3. Provide for a proper assessment instrument by which to gauge a students vocational potential. The information that is gathered by such instruments would assist the person working with the vocationally oriented students in much the same manner as the typically "college entrance examinations" assist students that are college bound.

4. Conduct analyses of tasks performed by counselors. Such analyses should help to identify appropriate functions for counselors in vocational guidance, counseling, and placement. Secondly, such analyses should help to identify tasks which sub-professionals might perform effectively.

The National Advisory Council on Vocational Education stated in a report to the Secretary of Health, Education and Welfare that "Government at all levels---school administrators, teachers, parents, and students---are all guilty of the attitude that vocational education is designed for somebody else's children;" and recommends "a new respect for vocational and technical education as career preparation at all levels."

By properly identifying and using all resources available to them and with help from Federal, State and Local governments, counselors could begin to change this image. American economy has always been based on man working with his hands.

CHAPTER V

PROVIDING ADEQUATE EMPLOYMENT AND PLACEMENT OPPORTUNITIES

The area of placement is a broad one which encompasses everything originally defined as the counselor's role in the time of Frank Parsons (1908). Placement involves knowing the industries already existing in the community and their demands; where the students have gone for employment in the past and the opportunities available. Furthermore, placement means that the counselor should have job analyses available in order to fit the training programs with the demands. In addition, placement might also mean that the school will be amendable to offering specially-designed courses in order to tie the program together.

This is such a broad undertaking that the possibility was considered that perhaps the placement officer should have a domain of his own; which may not even require the certification as counselor.

The placement capacity of the counselor could be organized into at least three components: The in-school activities; cooperative activities with industry; and community or public relations.

In-School Activities

The counselor should have a thorough working knowledge of the programs his school offers, or will be willing to establish. He can negotiate with businesses to inform them of the school's offerings only if he has a realistic view of them. If he knows the students well personally and understands their capabilities and needs, he is in a better position to act as a catalyst in getting the qualified student to the prospective employer. When he contacts the employer, he engages in sort of a selling process, and should be able to present the student's more saleable skills.

One very helpful contribution the counselor can make is to conduct a "pre-interview". This accomplishes dual purposes of getting the applicant over the stage fright of his first interview, and lets

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the counselor know accurately what skills the student possesses and whether these skills match a given job description.

It can also be the counselor's responsibility to maintain a file or systematic record of specific job descriptions in the counseling office. For the benefit of students, as much information as possible might be included concerning company policies, preferences and regulations. A close liaison between counselor and industries should enable him to keep the file up-to-date regarding openings, provide a record of placements made, and replace obsolete requirements and regulations. In this capacity, however, it was strongly recommended that the evaluation of effectiveness of the placement service should not be calculated on the number of placements made, as is so often done in employment service centers. This seems to lead to hasty conclusions and inadequate concern with follow-up and adjustive practices.

Probably the greatest agreement among groups working on this placement concern was this: COUNSELORS NEED TO TAKE THE INITIATIVE. Advisory committees seem to be an excellent starting point, in that logical procedures would thus be established.

Most communities could benefit considerably by a job fair--either at junior or senior high school level--or the entire community and college could be included. It was generally felt that this would be more profitable and reach more needy contacts than the career day usually aimed toward professions. An outgrowth or supplementary program to the job fair could easily be a career information center where information is available year-round, in a permanent facility, which could hopefully represent both schools and industry and exist through summer months as well as the school year.

Mini-courses is a new name applied to an old concept--that of job exploration for interested students for short-term, intensive career orientation with which industries would be willing to cooperate and contribute of their time and knowledge.

A necessary extension of the mini-courses would be tours of businesses, especially in the freshman and sophomore years when the student is actively seeking job information, but still has time to reformulate direction and take training courses. Perhaps a different industry could be visited each month, with occupations within that industry examined in more detail each day or week. Such a program could be continued throughout the year. Bulletin boards and teacher announcements could inform students of upcoming schedules, so they can choose the ones relevant to them.

Different agencies, such as the Cooperative Work Programs (CWP) and Industry Cooperative with Education (ICE) indlude school-related instruction plus on-the-job school time allocation. Full school credit is given, as well as minimum pay. Patterns vary from morning classes, afternoon work to alternate weeks in school and on-the-job.

Employers might be invited to come directly to the high school campus to meet and interview prospective students. If counselors cooperate with advertising, scheduling, and encouragement, the students need not feel as much apprehension as they often do about going to an employment office. This might lead to business leaders making suggestions to change curriculum to be more relevant.

One of the biggest obstacles in particular areas seems to be the negative attitude society sometimes projects toward vocational counseling. The counselors require help from all school and community personnel to break down this artificial barrier, but some ways of accomplishing the ultimate objective might be to cooperate with businesses by counselors speaking to PTA and other parent groups, seeking fuller use of currently available facilities, and expounding the community college concept of the open door and endorse it wherever practical. An often overlooked possibility is that of developing employment directories or directories of apprenticeship within the state, which some state departments (including Colorado) of education are actively working on. The counselor and the vocational educator needs to maintain open lines of communication with union members and officials, utilizing them as speakers to students, faculty and ex-students and accepting their pragmatic approach as necessary and respectful. Counselors can cooperate with any other existing agencies and make actual use of job market analyses and job performance requirements as listed in the Dictionary of Occupational Titles and other publications, with special emphasis on federal sources.

An innovative approach (besides the cooperative work experience programs) that might be possible for a counselor to implement might include a setup whereby he would place students without pay in industries and change the students every three weeks or so--thus supplying labor to an employer, giving the student work experience, and helping each of them get acquainted with job requirements in a variety of experiences. If the employer wanted to keep the student, pay would then start. The counselor, in such programs, would be expected to go with the student, make introductions, brief the employer, and handle differences tactfully.

Keeping public relations work in the eye of the public is the prerogative of the counselor. He might make contacts with newspaper, television and radio stations to give credit and get free advertising for his program. The students can very well become involved in this, and make more extensive contacts than any one counselor can. If he involves as many people as possible, as many agencies as are available, and industries to the fullest of his capabilities, positive associations are bound to evolve. The counselor might be aware that he is more effective for more people if he aims at job "families" rather than specifics which might become dead end.

Much of the liaison work becomes the counselor's territory. He can, for instance, clue students in that employers have a right to expect certain dress codes, attitudes, work habits and personal grooming. He can either conduct or help make available orientation programs of immediate supervisors, workers, foremen, and management to gain acceptance of employees from different ethnic backgrounds, minority groups, or entry-level workers.

Cooperative Activities With Industry

Top level administrators and managers must be reached. Middle-level executives have little power to implement new programs. So a selling job with top management becomes a necessity and ways of putting this into effect are many and varied. One suggestion is that the counselor might work a later day -- say 10:00 to 5:00 in order to be able to visit places of business. He can appeal to industry and perhaps organize a Reverse Career Day in which business people visit the school to see what is going on in the area of vocational preparation. Career conferences based on job families may be held in different schools in order to make them convenient and available to a larger number of students. If schools can be dismissed and transportation provided (perhaps even required with students excused from classes) this becomes more inviting.

Not only is the counselor expected to be all things to all people at the present time, he is also expected to be somewhat of a prophet. He is to help implement programs which will prepare young people for jobs that will be in demand several years hence when the youngsters graduate and enter the job market. He can function better in this capacity if he surveys the community, asks for business leaders' opinions about what the needs will be five years in the future. He can also find out what the community wants from the school.

Some feedback from industry representatives at the conference indicated they are concerned about the number of different agencies who approach them for openings. A coordinated effort would prevent so much overlap, and would also clarify for the employer what the job picture looks like, rather than making him feel that there are many times as many applicants as he has openings.

Long-range goals are probably more important than short-term employment, though both must certainly be considered. The clustering of opportunities into families would be helpful, as would flow charts of goals and plans, guidance resource centers and ideas such as the one now being developed at Colorado State University called the Life Planning Workshop.

Simulation is usually more economical than actual hands-on training. Often simulation can preclude training for jobs which will later be unsatisfactory. Teachers and administrators need to change from the traditional approach and structure and take a look at techniques which help individual's become responsible and learn to set their own goals.

Community or
Public Relations

Strong recommendations to coordinate between schools and various agencies are made. It may be necessary to expand existing summer programs, which concentrate on placement and development of work skills. The State of Washington, for example, has provided a list of cooperating agencies from which counselors in other states might take suggestions. These include the National Alliance of Businessmen, The Employment Service Center the Mayor's Youth Program, City and School National Youth Corps, Work Experience Programs, Chamber of Commerce, The Federal Employment Bureau, various Unions, and CAMPS.

There is a marked difference in wages between vocational jobs and union jobs, which constitutes a problem in student placement.

An idea which seems possible at almost any level is to "exchange roles" between parties who need to understand another's efforts. The counselor could work in industry, for instance, while the industrial worker takes his position for a short while. Counselor educators could act as counselors while the counselor teaches it "like it really is". Such possibilities are limitless for developing empathy and mutual respect.

CHAPTER VI

ACCOMPLISHING A CLOSE WORKING RELATIONSHIP AMONG COUNSELORS, VOCATIONAL EDUCATORS, GENERAL EDUCATORS AND THE WORK COMMUNITY

Vocational educators, counselors, and others in the community seem involved in striving to reach the same goals -- planning for satisfying vocations and adequate life adjustment for the youth of the community. When this does not create harmony among the members of the team, it may be because they see themselves as competitive or threatened by the success of another. If all members of the team can pull together, cooperate toward a common effort, much improvement in effectiveness can be achieved.

The members of Institute IV practiced working together toward common goals. They learned to appreciate each other's point of view, to respect his job role, and to learn from him. This is however, a limited number of participants, and some guidelines were established which may help others. The suggestions are sometimes basic, common sense approaches which are nonetheless worthy of iterating; other ideas may be impractical for certain areas of the country; and still others may be original or new approaches which may be adapted to fit the needs of a particular metropolitan area.

Several definite suggestions are that vocational educators, counselors and others can share common goals, and sharing resources brings them closer together. Conferences between the different groups help them learn what each is doing. A meaningful inservice training with a practical rather than theoretical orientation would be helpful. Students can exchange programs and visit other settings. Counselors might submit their names to a speakers bureau as available for speaking engagements, or educators might offer to have classes assist in particular services for community projects.

An advisory group of parents could be advantageous in encouraging cooperation. Or, and advisory committee of businessmen could be established. The counselor should try to keep his work visible to other groups; one way this could be done in addition to the speaking engagements or visitations already suggested is by making a film illustrating his program. Included in such a film could be the vocational education groups, administration, and other

facets of school activities. The community would certainly be involved in the total project. Or if an original film seems awesome, be aware of available films which tell your story well. Be prepared to accompany the film, and promote its showing. Tapes and slides taken at the actual place of work can show students in their jobs.

Brochures are often effective in telling a story. They can be attractive with well-planned narratives and interesting pictures. Television stations welcome an opportunity to become involved.

Students are always interested in speakers talking of particular careers. The parent of one of the students might hold more appeal than an unknown. But the exploration of different careers is a "must" and it was suggested that career forums held several times a year might be more effective than once a year.

A principal factor in achieving the objectives of working closely together was involving the parents of the disadvantaged and other students in such school matters as PTA. Several techniques discussed were the students bringing home organized lists of post-high school plans to look over with the parents; analyzing why parents do not attend PTA and making those meetings more attractive perhaps through the use of game nights, musical presentations, etc. School facilities should be available to everyone in the community and school meetings themselves should be relevant in content to the community.

One suggestion was to use educational TV channels, assigning students as part of their homework to watch certain programs. In such instances, the parents would watch the programs along with the students, participating in their schoolwork to an extent. These programs would also serve to stimulate the students to start thinking of vocations in general.

Another idea was for working parents to act as sponsors to a group of students interested in their particular occupations. A choice of occupations could be offered, and the students would pick which one interested them. Groups could take field trips to the working area of their choice. Students would learn of vocations, as well as perhaps knowing about their own parents' work, which could break down communication barriers between parents and children.

It is very important for counselors to make links with other socializing agencies in the community, involving participation of the community. School counseling offices could remain open one or two nights weekly -- or every night. Counselors could plan periodic 30-minute interviews with parents and visit their homes.

The role of paraprofessionals as community links can be invaluable. If such people are community members, they can work with counselors to involve the rest of the community in school matters. In this area, the help of older students in improving younger students' scholastic work can be useful. Students will often relate well to others of their own group. It is necessary to get away from the tendency schools have to emphasize the failure of poor students.

An interesting idea which could be easily developed might be weekly newspaper articles, featuring a student each week and describing his job and his experience.

The basic method of improving relationships among educators and the community involves personalities. If people can have meaningful relationships, they will unconsciously want to help in work which involves these relationships. All members of the school team can become activators of an atmosphere which is pleasant and encourages cooperation.

APPENDIX A

Formal Presentations

SOME THOUGHTS TO CHALLENGE THE COUNSELOR AND THE VOCATIONAL EDUCATOR IN TODAY'S SCHOOL SETTING

Ernest H. Dean
Utah State Senator

What a treat to find counselors and vocational educators in the same workshop, and what a pleasure for me to challenge your thoughts in what's wrong with the job you are doing. As your first speaker I accept the challenge of setting the stage for your conference. I am here not to tell you how good you are rather to highlight your bad points and leave you talking to yourselves as you either reject my thesis or find solutions to the problems I present you.

Many problems of the day including problems relating to the student and the world in which he lives, demands new perspectives from the counselor and vocational educator in handling the many varied problems of the day. All one has to do is look at any one school setting, regardless of age level, to find problems that stand out in greater proportion than at any other time in history. To name a few of those drugs, crime on the street, juvenile delinquency, which in themselves, are really serious problems of the day. All of which I feel the schools are doing very little to resolve. Another dimension in which I believe there needs to be increased emphasis from the counselor and vocational educator is in the area of aiding students who have one kind of handicap or another. Those handicaps which are the basis for the student turning to one of the aforementioned problems. It is evidenced repeatedly that if a student is a slow reader or bored in the academic world where he finds himself in the school setting, he is going to meet failure and frustration and many times that student will end up as the student who has a problem of drugs, crime or other juvenile problems.

Once they are into a pattern of failure in school and turn to one or more of these problems, we now find a peer group that will form and they will begin recruiting other students to their group. These students may be the more intellectually gifted, who are willing to experience a try at activities that will develop

into problems relating to drugs, crime, and other social misbehaviors. Even though counselors are criticized by being psychology-oriented more than vocationally oriented, I think this is a myth rather than a reality. However, being a vocational educator I am quick to admit that there are problems relating to the vocational counseling of students, I will want to talk a little more about that later. I want to stay with my challenge to you and that is that I do not believe that the counselors are handling the social and/or psychological problems of students adequately and that is because of (1) the inadequate preparation of the counselor for his world of work; and (2) because of his really not being a counselor at all, rather a principal's assistant doing the menial tasks that the principal doesn't want to do himself.

To challenge the system, I contend that it doesn't take four years of teaching experience before one can enroll in a counseling program at the teacher training institution. I believe that if a person has had four years of college training which is required to become a teacher, and then takes two additional years to become a counselor, he has his eyes set on an administrative position waiting to assume the role of a principal, more often than not he is willing to perform the menial tasks of the principal to find favor with administration wherein he can shift over to an administrative role--hopefully the next principal's job that develops in the district. I present you the following model for you to consider in this conference: let's begin at the freshman year at college to prepare the counselors for the role of counselor, rather than the role of teacher. To attain this goal, let's divide the four years of training into three basic categories: (1) that knowledge and know-how which is necessary to deal with human misbehavior. This includes a series of courses which are psychology or human-relations oriented. The problem, then, of drugs, crime, delinquency, etc., can be brought into proper focus to the role of a counselor in writing the scene as it relates to these problems. (2) the second part of the counselor's training and educational experience could relate itself to the world of work. Here the counselor instead of reading from a book within the academic world what the vocational objectives and programs are should really be grounded in the feeling for what the occupations mean to a young person coming through the school setting. The only way to achieve this is for the vocationally oriented post high school, together with the business, industry, and service-oriented occupational groups to cooperate with the vocational schools and the teacher training institutions in establishing the work setting for the counselor. I contend that the first two years of a counselor's preparation could easily be performed within the real world of work and I give you an example: A male counselor within the industrial setting or the vocational school or the two in combination could learn a little bit of what it takes to become a machinist or a carpenter, or a plumber or an auto mechanics by actually spending time performing that operation. And this can transcend over to all of the occupational goals whether it be for women or for men.

(3) the third major part of the counselor preparation program should relate itself to the problems of the teacher and his relationship to the students. Here the counselor should be given education in the art of relating between the teacher, the student and the parent and sometimes the community in moving the educational program forward. To me a four year counselor preparation program of this nature is many times better than qualifying through four years of training to become a teacher. Now my challenge to you counselors and vocational educators: How about getting your heads together and accept mo model or design one you can agree upon, then begin to demand a changing pattern within the teacher training institutions wherein your model is adopted? Another concern which I would believe deserves your attention is to set the salary of the counselor to closely parallel that of the administrator so that there is not a tendency to shift from this well-trained program over to the administrative role for prestige or salary.

So let me repeat again for emphasis: From this workshop, let's see you project a changing matrix to prepare counselors for the role of true counselor in a perplexing school setting.

Now to the problems of the counselor as related to the vocational setting. I spent fifteen years after I graduated from college as a contractor in the world of work, then decided to get my Master's degree and go into Vocational Education. So I pursued a course in administration and counseling. I'll never forget the experiences I had in learning about the world of work in the classes that I took presumably to orient me to the world of work. The closest I got to dealing with anything that related to the world of work was in one practicum class in vocational counseling where the teacher brought out the occupational dictionary and we learned the use of the occupational dictionary in counseling students into the world of work. You can imagine the frustration met, even to the point of calling the teacher names under my breath. What a ridiculous setting to teach counselors the world of work! The only way you can understand the vocational setting which should be such an important part of the counselor's job is to actually work on some of these job settings. I'd like to advance the thesis for your consideration here that if the students in the junior high school and high school were really counseled properly through a vocational education experience which can come from an identity with the world of work, problems relating to drugs, crime and delinquency would be considerably lessened. You might be quick to say, "Well, not all students are interested in the vocational setting." I would have to admit that that is true, that not all students ought to be forced through that program. But the corollary for this is true also; not all students ought to be forced through the academic setting, which most schools are oriented toward today.

So challenge two, you counselors and vocational educators should demand that: (1) a greater proportionate amount of the dollars that are going into education should go into the vocational setting than are now finding their way into these kinds of programs. Let me give you a comparison. There is a 44-1 dollar differential appropriated by the federal government going to the academic programs as contrasted to dollars for vocational programs. A similar analysis can be made as related to funds from state and local sources. This is true of the post-high school program as well as the secondary and below secondary program. So as I challenge you to put vocational education in the proper perspective with academic, you better take one hard fast look at where the dollars are now going into education. I contend that if more dollars, many more dollars, were going into the vocational setting, we wouldn't be having all the social ills that are now creeping into the youth population. Couple this with the time that you counselors spend on counseling students into vocations and you ought to have your own answers. You are only spending a small portion of your time in realistic vocational counseling.

Let me change my trend of thought over to another scene. It seems to be the vogue of the day to create new vocational education programs, many by the federal government, and some by the states, to handle the problems which I sum up as programs to remedy the failures of the public school setting. All you have to do is look at all the federal dollars that are going into manpower training, headstart programs, and the other kinds of programs to serve the disadvantaged. The disadvantaged are those that have failed in the public school setting. Handling of these programs is shifting from the educational system as we now know it, over to a multitude of new agencies serving what I contend should be the role of education, even so of serving the disadvantaged. Let me make another point regarding funding of these programs. There were more dollars appropriated by the federal government to the National Alliance of Businessmen for vocational training of the disadvantaged on an on-the-job training program in the first year of its funding than the federal government funded for the entire cost of vocational education for the same year. Follow this along to its logical conclusion: there were more dollars spent in the first year of the operation of the National Alliance of Businessmen program than you vocational educators have been able to get the federal government to appropriate, and you've been at it ever since 1917!! And that's only one of the many, many educational programs that are shifting to other departments of government. The U.S. Department of Labor and its counterpart in the states, which is known as the State Employment Service Agencies, are being given the major assignment in programming to serve the disadvantaged, and to train people at post-high school level for the vocations that they missed as they were going through the academic school setting.

My next challenge to you is to encourage you to organize yourselves in any one state, and if you please even beyond that, throughout any one region in the United States or the whole United States wherein counselor and vocational educators and the community that you serve should rise up and make demands that the school setting is the proper setting for all these new innovative programs being advanced by the federal government. This would mean that if there is a State Manpower Council being organized in your state I think it imperative that you assert yourselves to make sure that this entire program is part of the public school setting. This next remark is aimed at you vocational educators. I think you have really missed the boat when you wanted to be selective in the recruitment of students to your program. You've made demands that the intellectually gifted are the students that you have wanted into your programs and have not given the proper time and attention to the true role of vocational education in serving those students who are less than the academic giants of the school setting. I have heard you say "you gotta build the image of vocational education," and that you don't want the misfits and all of the other kind of labels that you've placed on the student who has failed in the academic setting. I say, "How ridiculous!" and it's no wonder the federal government is doing what they're doing. My challenge to you is if you're going to get involved in the total vocational program now being advanced by the federal government, you'd better give up some of your hidebound desires for only the top students and really design a counseling and a vocational program to meet the needs of this great student body that is now being designated as disadvantaged.

Let's shift the scene again to what I believe should be your role in putting vocational education into its true perspective in this academic school setting that now exists. If you believe some of the recommendations that I have advanced, how are you really going to get the job done where more dollars, more time and attention, and a better job of vocational education will be done in the total school setting? I declare to you that as long as you're willing to live in the academic setting that you now find yourselves in, without speaking out and standing out for a reform of the whole system, that things will get worse instead of better. There is another setting which could be put together to aid you counselors and vocational educators in balancing these two programs in the school setting. That's to use the legislature, the business and industry and labor people in giving more importance to vocational education. If I understand the teacher and/or counselor, they won't want to dirty their hands in the field of politics. Let's put, then, the two projections together. If the counselor or vocational educator wants to be a part of the ongoing school program and not rock that boat from within the school setting; and on the other hand doesn't want to involve himself

in the political facts of life by developing a power base, of using the community and the legislator and in many cases the governor to stand out for a change in program in vocational education, then you're going to continue to fight the losing battle that I think you're now losing. My recommendation to you is to get politically smart and politically involved and what better challenge can you have than to team up the counselor and the vocational educator to become a body politic in its own right and to join what could easily be a political force involving leaders of the community and the state and the nation to advance not only vocational education but advance the need for a change in the role of the counselor and that counselors and vocational educators can go a long way in meeting the unmet needs of the total school deficiency.

If I haven't irritated you enough by now with I declare the failures to be in the system, let me conclude by saying that the problems of the school child in this mixed-up world that we're living in will increase rather than decrease unless you get some insight and some determination to change the pattern to a more meaningful experience than the students are now getting. What better role could you play as you deliberate in this conference? Something should grow out of this conference toward this goal, and I challenge you to this end.

You're great, and I appreciate the invitation to meet with you. I will be in the conference and give you the same right to retaliate by telling me what is wrong with me as a state legislator and what's wrong with my counterpart that makes up the legislature within the states and what we need to do to aid you in bringing about the reforms I have advanced to you. If you do decide to indicate to me some reforms that I need to look at as a state legislator, I hope that you can transcend this to your own state legislator, and your congressman. There is no better way than for you to pass resolutions which indicate to the total public what these needed reforms are. But if you make resolves which indicate what a legislator needs to do to right the record, I hope that you'll have the courage to stand up within the educational system itself and indicate to the teacher training institution, the administration of the public school setting, and to your fellow teachers, that there are needed reforms in the present system and that you will make demands necessary to meet these reforms. You've been great.

Institute for the Development of Vocational Guidance
and Placement Personnel for Metropolitan Areas

Colorado State University
May 11-15, 1970

Peggy Hawley, Ph.D.

A SMALL STEP IN THE RIGHT DIRECTION

Despite the word, "small" in the title of my speech I find myself feeling somewhat intimidated, as if I were on the moon and my path were being computed by a ground control team. This may not, in fact, be too far from the realities of the situation in vocational development and education. We are, in a sense, on the moon but we lack the technical precision to plot our course scientifically in a number of critical areas. Certainly the advanced technology we see in the physical sciences is not matched by the same degree of sophistication in the social sciences. There are obvious reasons for this--it is clear that behavioral scientists have some unique problems in measurement, testing and prediction. So I will confess at the outset that I am not really sure which is "the right direction."

Person and situation:

In the last decade we have moved away from a rather impoverished model of vocational theory toward one which encompasses much of what has been developed in the area of personality theory. This move is based upon the assumption that work behavior is but one aspect of human behavior and needs to be viewed from a wide perspective, the total personality pattern of the individual.

Because, however, of the variety of schools of personality theory the rules and relationships which are established in one school are not applicable in another. It is not that translation between schools cannot occur but that such a translation requires a new set of assumptions and constructs. So there is a tendency to accumulate separate piles of data forming separate and distinct bodies of knowledge instead of building a common data-base which all can use.

Another aspect of our close relationship with the psychological disciplines is a concentration on the individual in terms of what he carries around with him--his abilities, traits, attitudes, belief-systems and the like. Tests are designed to measure what is hoped to be relatively stable aspects of personality. It is assumed that knowledge of the person will have predictive validity in a variety of situations.

As Walter Neff points out in the last issue of the Journal of Rehabilitation, we have been guilty of the "psychologists' fallacy," the notion that human behavior is mainly a function of persons, neglecting the fact that it is also a function of the characteristics of the situation. Behavior can best be understood as a set of complex interactions between the individual and his environment. Perhaps the most significant aspect of this environment is other people. The person-environment in the work setting is often the difference between job success and satisfaction, or low performance and failure.

We have known for some time that work behavior involves much more than certain motor and cognitive skills but we are just beginning to realize the complexity of work situations. It is complicated by a network of human relationships involving a variety of perceptions, assumptions and expectations. In critical ways each work environment is unique no matter how it is classified, what the work-family title is, or how great the similarities of job description. If prediction for success on the job is to gain in validity it must include an assessment of more than the characteristics of the person and the task: we must find ways to assess the situational and socially relevant aspects of the setting.

Let me summarize by a restatement of the problem. We have concentrated heretofore on two basic elements: Person and job. We need now to fuse these two elements into a more dynamic model which will include the critical dimension of interaction, mainly human interaction. Person and situation then become one unit: person-in-situation.

Information and the process of choosing:

Another problem area is the relationship between information and choice. We know very little about why people choose what they choose. Some theorists are beginning to investigate ways in which choice-making can be improved, that is to say how decision-making can be taught in schools. Tiedeman, in his Information Systems approach makes a useful distinction between "data" and "information." Data he defines as facts while information he sees as interpreted facts. Vocational counseling should become a process whereby data is translated into information. One step in the process is the presentation of data. This is difficult because of the unparalleled rate of change in technology and the shifting nature of the work market. It also forces us to think in terms of planning a life-time of work rather than viewing vocational choice as a single event at one point in time. Working with students even five years away from their entry into the world of work raises the question of whether or not the particular occupation under discussion will even be in existence in that form five years hence. No matter how work data are presented, whether they are displayed on bulletin boards, filed, shelved or computerized, the method and content must be geared to the level of the viewer. It has not been established if these materials are best used as a device for getting into the problem of work as an exploratory mechanism or if such data viewing makes better sense after the alternatives have been narrowed and brought into sharper focus. Inspite of difficulties in updating and presentation, it can be stated that accurate and current data on occupation is a necessary but not sufficient condition.

In view of the grossly inadequate counselor/client ratios in most school settings it may be expedient to keep Tiedeman's definitions in mind and separate data-presentation and information-development. Data-presentation as part of the process can be presented in most cases without the direct intervention of the vocational counselor. As stated previously, this is only successful when the method of presentation is appropriate to the person viewing the materials.

The counselor's part in the process comes with the information-development part of the process where data is translated into information. His efforts and expertise can be directed toward the personalization of data rather than being used mainly as a source for data.

Data-interpretation on an individual level we suspect is highly idiosyncratic. It appears to be related to unique belief-systems, self-concepts, and past experiences of the counselee. Some

commonalities may exist, however, among groups of people based upon their cultural and economic backgrounds or even on some personality dimensions. Emperical research in this area would help the counselor aid his client in the interpretation and personalization of occupational data relative to his own needs, intentions and experience. Sometimes it must be acknowledged the choice is painfully simple--the economic need is such that the only viable choice is to take the first job available for which the applicant can qualify.

Two elements are needed in the decision-making process: adequate data and effective personal strategies for making choices. Since we so desperately need to use counselor's skills in the most critical areas, it seems reasonable to direct their efforts toward information-development or personalized strategy-building.

Schools as social systems:

Most of you operate in school settings. Public education in this country has long been viewed as serving a mobility function, as providing a ladder up for children from lower socio-economic levels to climb to higher ones. The purpose and promise of free public education in America has been the facilitation of movement among classes rather than the creation of an intellectual elite.

We must now honestly confront the criticism that our educational system is not at this time an effective instrument for facilitating movement among groups. In many ways it is doing exactly the opposite, it is the medium for maintaining class distinctions and cleavages.

How then can the educative system--the administrators, teachers and counselors that run it--serve the diversity of students that make up the metropolitan community? It is the one institution that touches almost everybody. It should be a powerful mechanism for whatever changes we decide to bring about.

In attempting to answer this question we are confronted with a dilemma. Schools are accused of denegating vocational goals because the personnel within them are all products of higher educational institutions. Because these personnel hold college degrees they are said to make the assumption that college is the most viable option. Thus college-bound kids receive the most counseling. The charge is also made that many counselors lack knowledge about the nature of so-called blue collar jobs as well as the attitudes typical of working people. This is said to be especially true when the students are of different ethnic groups than the counselors.

There is no question that some of these accusations apply and that we are doing a great disservice to all people when we determine anyone's worth as a human being by judging them on the basis of their occupational grouping. In our achievement-oriented, status-conscious society we shall probably continue to struggle with the status-based hierarchy of occupations and its destructive effect upon the self-concept of the worker at the lower levels of the hierarchy. The importance of honoring the needs of every student, particularly those who have been neglected in our schools, cannot be denied.

Now let us look at a concomitant problem which forces us into the dilemma. It is no accident that the ranks of those students labeled "vocationally oriented" are made up mainly from minorities and white disadvantaged. This is the expectancy that most school people have. Part of the reason schools are not fulfilling their mobility function is that we already "know" ahead of time what the composition of the vocationally oriented groups will be. Rosenthal, among others has shown that the self-fulfilling prophecy is a powerful force which has not yet been counteracted. Without the low expectations of home and school and community we could expect the distribution from all groups to reflect the entire spectrum of the job hierarchy. With the low expectancy we can predict with frightening accuracy the academic and work performance of certain groups. How can we honor the needs of every student, make every job "respectable" and still avoid tracking kids wholely by their ethnic and economic backgrounds?

The "real world" work environment:

There is even a more serious problem than those posed above in terms of human misery. I have had occasion recently to witness first-hand the plight of people who are not able to move into the economic mainstream of society. I am just in the process of completing a consultancy for a group called "The Mayor's Committee for Jobs" in San Diego. This effort was supported by a technical assistance grant from the Department of Commerce. The assignment was two-fold: (1) To inventory and evaluate the existing agencies in San Diego City and County which are designed to provide support services for the hard-core unemployed and (2) to build a comprehensive manpower plan or demonstration model showing how workers may be placed on jobs via a computer-based man/job matching system. This system has a job bank and a person bank, stored under the D.O.T. classification method. In this way people can be matched by their training and work experience with the available jobs in the community. Instant retrieval of data makes it possible to trace what happens to clients. They may have been referred to medical services as a necessary first step toward employment, or to a program for updating their skills, or they may have moved, joined the military or (hopefully) have found a job.

Five counselors-in-training from the Department of Counselor Education at San Diego State College each worked six hours per week as work counselors. Their task was intake and referral plus whatever personal counseling they deemed necessary. They worked out of various governmental and semi-private agencies.

As you might expect a majority of their clients were not job ready although they often insisted they were. You can probably also predict that community support services proved grossly inadequate for their rehabilitative purpose. There are many areas where services are duplicated and more areas where services are simply not available. I might add that this condition is not peculiar to San Diego. Other communities report similar findings.

Even more disheartening is the report that clients are treated impersonally, with coldness and often with actual rudeness. Many saw government agencies as a place where you waited in line filled out a lot of forms and then got the "run around." Our counselors developed a relationship with clients so that some would come back to the agency to see them and even wait an hour or more. The same people would refuse to go to such places as the San Diego Service Center, one of seven state-supported centers established by the Legislature in 1966. Although the rationale as described in their publications is humanitarian in its approach and the basic concept (that of having a cluster of support services under one roof) is sound enough, it fails to do the job for the hard core people because of the attitude and apathy of the employees.

From the point of view of the client, the contrast in attitudes between our young counselors and the government agency people must have been great. Most of the agency employees have been in their present positions, or ones like them, for years and they may have little understanding of the psychological aspects of the problem. Our counselors, however, are part of the college population who have developed a rather sensitive social conscience, who are extremely people-oriented and who are young and fresh and dedicated toward making changes.

These counselors quickly lost whatever naivete they had come in with initially and they also lost their initial reluctance to "be straight" with the few clients who were not serious about looking for work. They learned to be hard and demanding and "to tell it like it is" when clients substituted excuses for effort and protested that the whole world was against them.

Most of those interviewed, it was felt, really wanted work. They were discouraged and did not want to be told to go back to high school for a diploma although they realized they needed one. School was a luxury they could not afford at this time in their lives. They were tired of only getting "scut" work, temporary or part-time jobs, yet most applications read, "I will take any available job."

These reports are supported by statistics. A random sample taken during the first phase of the Mayor's Committee for Jobs Program showed that people are actively (but unsuccessfully) seeking work. The average person has been unemployed for fifteen months. Twenty percent are working at least half-time yet their average income from all reported sources is $191 per month. Only sixteen percent of this sample group was on welfare and they were drawing an average of $185 per month. Thus the accusation that disadvantaged people are living high on welfare is refuted. Such an accusation was probably refuted more effectively when a short time ago numbers of non-disadvantaged people voluntarily lived on welfare-level incomes for a week or more.

Counselors reported to me a sufficiently large number of incidents to make me believe there is a sizable credibility gap between what clients are told they can expect and what they actually receive from agencies. The myth is that existing jobs are as available for minorities as for Anglos yet the following incidents suggest a different reality.

A black man with one year of Junior College passed the tests for bricklayer and laborer but failed the interview. Another black, with one and one-half years of experience as a youth director of a Y.M.C.A. camp in another city was told he was not qualified for a part-time job as Junior Recreation leader. A black woman applied for a job which was advertised as open to both males and females. When she contacted the agency she was told that females were not eligible. A call to a city official confirmed that the advertised information was accurate. A return visit met with the same response, no females wnated.

I won't belabor the point by relating any more discouraging incidents. The important thing to note is that despite some very significant efforts by a lot of people, racist attitudes are strongly institutionalized in this country, even to the very institutions designed to help minority racial groups. Black and brown people are still being systematically excluded from the mainstream of policy-making and participation in the management of affiars that vitally concern them.

Most successful in terms of counselor/client interaction was the practice, initiated by the counselors, of follow-up. Even though there were no new break-throughs in the job market and they had no job to offer, counselors routinely called their clients every two weeks just to say, "Hi, how's it going?" Responses to this kind of concern were incredulous but pleased. Not a single person had ever been contacted for this reason before. The fact that the counselor cared enough to call and say, "I don't have anything yet but you keep on looking and I'll keep on looking" made a tremendous impression.

The neglected part of the program was the lack of attention to the work situation. The same criticisms leveled at Head Start where they tried to get kids ready for school and neglected getting the school ready for the kids, applies here. Because of the short-term nature of the program and its limited funding, we spent our efforts getting people ready for and placed on jobs but did not attend to the problem of getting the work situation ready for the worker.

The director of the project put it succinctly. As some levels there are people who are sincerely concerned with getting the unemployed placed in productive employment. Management really does not care whether workers are black, brown or green if they can fill a demand for labor and become profit making employees. Governmental and private agencies are similarly concerned. They are organized for the explicit purpose of rehabilitation and placement of disadvantaged groups.

It is when it gets down to the final two people in the transaction, the personnel director or the immediate supervisor and the job applicant that the situation changes. Supervisors tend to resent and distrust the hard core population and the misunderstanding is so great that sometimes the new employee doesn't show up after the noon break. Or, even farther back in the process, he fails to get past the personnel officer's desk.

At this point in the discussion we are back to the opening concept--most efforts at solving the vocational problems stops with the attempt to make the potential worker job-ready. A two-pronged attack is needed. The first aimed at better programs in educational and training institutions and the second aimed at follow-up activities after the worker is placed on the job. Vocational counselors should be able to concentrate their efforts on the <u>interpretation</u> of the facts aided by vocational education programs which have much contact with the real world of work in the form of visitations and work-study arrangements. Then a different kind of counseling should take over <u>after</u> placement where personnel people, supervisors and co-workers can be helped to make some accommodations to those holding different values, points of view, and life styles.

Many of the hard core unemployed have never lived in homes where father gets up every morning to the ring of an alarm clock and goes to work. Lots of them have never had either a father or an alarm clock! The answer to "Everyone knows you have to get to work on time" is that everyone does not know this. It doesn't come in the genes as part of human nature. Some have to be educated to come to work on time and others have to be educated to understand this is not a given but is learned behavior. Getting to work on time obviously is but one example of the many differences between those brought up within the traditional American work ethic and those outside it.

Looking at the magnitude of the economic, political and training problems plus the awesome difficulty of changing long established attitudes, we are understandably discouraged. Only with a multi-faceted onslaught can we begin to tackle the major social forces which produce the unemployed and the maladjusted worker. It is necessary to do more than provide trainable skills, it is necessary to understand the psychologically crippling effects of a poverty culture. Finally it is necessary to change the work culture in terms of human interaction so that people who have been systematically excluded from the work force can join it.

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

Colorado State University
May 12, 1970

Dr. William M. Boast

I want to tell you three stories that will have a bearing on my talk today.

In 1815 there was published in a newspaper in London a report based on intensive and meticulous research by a group of doctors attacking the building of railroads in England. Their research, they said, proved that blood vessels in your ears and head would burst and you would die if you traveled at a speed in excess of 15 miles an hour. I think we need to remember this story as we prove all sorts of things about the world we do not yet know.

Two more stories I find it important for us to remember occurred in India. Our Peace Corps had been quite active in building large poultry and egg production farms and then turned them over to the Indian Manager who had done a very fine job with them. Near Nagpur a particularly outstanding poultry farm had been developed and turned over to the Indians who had continued it effectively. Then, as we do here, there comes a time for all the broiler growers (or counselors as the case may be) to go off to conventions or conferences or workshops. One came up that lasted about two weeks and all the broiler growers left--when they returned, they found 3,000 chickens dead. Now in India there is the lowest worker and they have a word for him, and the semantics and the phonetics of that word, I think, communicate exactly where he stands and who he is. They call him a "pune." The broiler farm had been left to the "punes" and no one had told the "punes" to feed or water the chickens. It is hard for us to comprehend, but when you have been enslaved, subjugated, and subjected to all kinds of "authority" you become a "pune" and you learn not to act unless your told to act.

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There is another story that goes with that too. During the monsoon when the water pours down in great buckets, one of our volunteers was riding also out on the edge of Nagpur, going home in this pouring deluge. Out in the field he saw a "pune" with a bucket of water carefully watering every plant in the field. He had been told to water them and no one had told him not to--so water he must.

How many times in most schools today, we seem to make it our educational goal to turn out "punes." We say to them, "I told you what to do and I expect you to do it," or we say to them, "If you weren't told to do that then why did you do it?" -- Beautiful ways of turing out "punes!"

Let's remember these stories as we talk along today.

I suppose another thing I would tell you about is India's mother goddess--the goddess of creation--the goddess of reproduction--and she is also the goddess of destruction. The indians recognize that only out of the destruction of the old comes the birth of the new and maybe we should think of that if we get too "up-tight" about things that are happening in the world today. If we cling too tightly to the old we often make it impossible for the new to happen. I am going to ask you to think of these stories as you envision the idea of the community college. I am going to talk about in the direction that it needs to go and how you can help it move and grow as counselors and particularly as vocational guidance counselors.

The community college I think of, in contrast to institutions of higher learning, is a <u>community</u> of <u>learning</u>--a kind of educational park filled with all kinds of educational or learning "shopping center" to which people may come at any age and at any time of the week, or day, or month--not waiting for the beginning of quarters or certain time in the morning or certain time in the evening. None of these things apply. They come as they need, to get the educational guidance and help that they need. A truly continuing education that continues forever. A truly continuing education that picks them up with what they need, gives it to them and lets them go back again into the community. Or, better yet, a community of learning that is an intregral part of their community.

That's the way that we must see the community college. Not as an institution inheriting all the boxes and rules and guidelines and traditions of the university. But rather building its own world--an open-ended community in which <u>vocational guidance</u> and <u>vocational involvement</u>, in which <u>college transfer programs</u> and in which <u>general education programs</u> all take place.

This is our goal and our job in the community college.

(1) Vocational training - to prepare people to make a living in the vocations and the trades. Not all of your students are going to go on to the university--not even half of them will probably go on to the university. But, they will go on to make a living. They will go on to do something in order to survive and to compete in this culture and have a worthy role and a productive role to play.

These students (and we can't call them young people any more because the average age of our student is 27 and they vary in age from 14 to 72) -- these students need to be able to come into a community college, take a course enabling them to go out and make a living fully realizing that within five years, at the most ten years, they will be back at our college taking another course because the technology, the job world has changed in their environment and they must continually prepare and then re-prepare and re-prepare themselves for the work that they have to do and the work that may be done.

We need to recognize also, and it is not always necessary to guide them down the line of a specific job. Not to point to a person and say, "you are going to be an automobile mechanics," or "you are going to be a bricklayer." But rather to point them in the open-ended direction of occupation so that within that they may do all kinds of flexible things and leave themselves open for all possibilities in a world that is changing as rapidly as ours. And particularly in industrial technological and business world.

(2) College Transfer - Now the second thing that the community college does is important--prepare the students for college transfer. And I begin by bluntly telling you that I look forward to the day when the universities don't even concern themselves with the first two years of college. I'm not even sure that they should concern themselves with the third year of college. But that is not quite as important a consideration right now.

Certainly, they should not be concerned with the first two years of college. The first two years of college, if we want to consider them in that kind of a continuum and go on with that set of boxes, should be left completely to the community college. Then there would be no concern on the part of the universities (1) whom to let in or not to let in, (2) whether people could make it or couldn't make it--(3) does an open-door policy in the university weaken the quality of the university.

I am perfectly willing to leave specialization and research to the university, but I am saying that you must have a higher education system in which all people have an equal opportunity to try and to get every bit of help and guidance and assistance they can get in order to compete openly and honestly regardless of any other background. This must come and it can come only through the appropriate and effective use of community colleges--not through the university--certainly not as we know it.

The Nineteenth Century Germanic University, as such, has got to go to be replaced by an open-community of learning where anyone is welcome regardless of his background.

It is even possible that we will see the day when high school diplomas are not necessary any more and that students may flow out and on as soon as they are ready-either because they are obviously university material and need to move into a college prep program or because they are preferredly and validly interested in some of the trades and should not spend their time in a high school where they may be bored, unhappy and miserable. They could move right into the trade or vocational segments of a community college. And move in there with respectability, where they are equal citizens equal to anyone else in that community of learning.

In our role as a university-prep college, we must do everything we can to support the university and to prepare people to come into that university equipped to do the things they are expected to do. (1) The job of research, (2) the job of technical composition, the job of critical and analytical composition, both oral and written, (3) a mathematical background that would equip them to deal confortably within their disciplines. All of those things are the responsibility of the community college to get the student ready to enter the university, in his chosen field of specialization and research. I would hope the university would see within its environment the possibilities of cross-field sensitivity and that students would not be buried in an isolated specialization.

(3) General or "Adult" Education - The third role of the community college is general education--and I don't call it continuing education because I see everything in the community college as continuing education: I see the vocational education as continuing. The vocational student keeps coming back to the community college as he needs to upgrade himself in technologically changing environment. Or he comes back to the community college for more work even after he has completed the university for a broader liberal education. Or we will provide more intensive workshops that last only a week or two--workshops for those who need to update, briefly, their Ph.D.

The community college is open to those people who would go on with general education. Some of the major corporations have already hired anthropologists, sociologists, and educators, whose job it is to sit in a "think tank" and come up with answers to two specific questions: Question No. 1 - "What would it be like to live in a world in which there is no work?" Question No. 2 - "What is the responsibility of business and industry in that world?"

I am concerned here primarily with Question No. 1. "What will it be like to live in a world in which there is no work?" Through automation, computer control, numerical control, we are rapdily approaching a world in which there will be no work as we think of it. (We even have a government talking about guaranteed incomes.) So we are moving to an environment and a society in which food, clothing, shelter, communication, transportation, education, medical care--at least those seven, would be our automatic rights as a citizen and one in which the vast majority of our population would never have a "job" in their entire life.

We need perhaps to consider this more carefully than we ever have before. We need to recognize that this points to a new direction in the programs of the community college. For these people have either the choice of becoming educated to live--(We talked a while ago you know about making a living--now we talk about doing the living you have been making) or of turning to "pot" or drink. And so we begin to see that we have people who will have to learn to live life more richly and more effectively.

I see two directions they can go--two ways in which we will train them. Probably each person will be trained in both these directions.

(1) To live life more richly than he has lived it.

For those who do not work, there may be only pot or whiskey--but they will hardly be an adequate basis for an entire society. If we do not prepare, that is all we will give them.

We can give them more through the community college. We can enable them, through literature, through philosophy, through creative involvement--an understanding of creativity out of the research that is taking place at Berkely, the research at Utah, now the very fine center at Buffalo. They can live a more creative existence and become more creative people. They can understand their own environment, their culture, their history and contribute to it.

(2) To be of service within the society. For any individual who is not productive in his society, I think, soon contributes to the deterioration of that very society and himself in it. We have to provide people with the possibility of being productive. We have to recognize that they are not going to "labor." So the new vocational

programs of the distant future may not be to prepare people to go out and get a job, but would actually be to prepare them to be of service to their community. There would be need for services in medical care, in education, community services of all kinds. It's only in the area of production that we would no longer need to train people (in that sense). That they would actually now serve their community and that service would be a critical and important part of community life--may be the future direction for vocational training--Service, Guidance and Education.

So we see that the community college does and can serve three primary roles in education--as a community of learning in a community of experience.

The community college can provide vocational training to prepare people to make a living. It can provide them with the appropriate background to transfer into universities or to guide them in the direction of their own chosen fields and in terms of their own characteristics. Finally, it can provide them with a general education to live life more richly and to be of greater service to the community.

It is quite possible at this meeting that more thought and action affecting the future of education, will be taking place outside of these doors today in the tension and the student activism on this campus than will take place within this room. This is a frightening thought.

It is in here among you leaders in guidance that the greatest changes should take place--not outside. You can make it that way, but you yourselves must now become intensely education people. You must keep up with the changes that are taking place sociologically, technologically, scientifically, psychologically, politically, creatively--within our world.

How can you advise these people in all the possibilities and facets of human life unless you yourself participate in those facets and in those possibilities? You must keep yourself alive and alert.

You must not only be counselors to guide them in their future, but you must also become their representatives to the school, and in a sense, as a result of this, become counselors to the very teachers themselves--guiding them for fulfillment of student needs.

This is an exciting time to be a student and an educator, but it requires people with tremendous courage and people with a willingness to become intensely educated in order that they will not just be counselors, but men and women counseling,--in order that they will turn out, not just engineers, but men who engineer. I think this Emersonian concept is critically urgent now--that we need human beings who are capable of doing things, but above all--who are human beings. Let's join the human race in order to ensure its existence.

Thank you very much.

STRENGTHENING VOCATIONAL GUIDANCE SERVICES:
WHAT'S NEW IN COUNSELOR EDUCATION

Colorado State University
May 13, 1970

Dr. Henry Borow

Resume of Presentation

A. Roots of Vocational Guidance in the United States

1. Origins of organized guidance and counseling services linked closely with vocational guidance.
   See John Brewer - History of Vocational Guidance, Harper & Brothers, (1942)
   See Richard Stephens - Social Reform and the Origins of Vocational Guidance, National Vocational Guidance Association, (in press)

2. Conditions leading to expansion of the American vocational guidance movement.
   Diversification of work (shift from a predominantly agrarian economy)
   Specialization of labor
   Rise of industrial technology
   Democratization of the schools (extension of public school opportunities)
   Expansion of vocational education programs

3. Pervasive social and economic problems of the turn-of-the-century.
   Immigration - need to integrate immigrants into labor force
   Urban migration
   Exploitation of child labor
   Agitation for social reform

4. National Society for the Promotion of Industrial Education (1907-1917)
   Helped establish National Vocational Guidance Association (1913)

5. 1920's - Locus of responsibility for vocational guidance services transferred from the social work field to the schools.

B. Current Status of School Counseling and Counselor Education

Given early history of counseling, one might have predicted that vocational guidance services would flourish and expand rapidly in quality and quantity. What did actually occur?

By 1960 - Thirty-eight states had established graduate training requirements for counselor certification.

By 1960's - Approximately 5,000 counselors with M.A. degrees prepared annually.

1960's - Expansion of counseling services at both ends of education spectrum--elementary schools and post-secondary schools (junior and community colleges, vocational-technical schools, college and universities).

1967-68 academic year: Estimated 38,000 secondary school counselors were employed (computed on a full-time equivalent basis).

By early 1970's - About 46,500 counselors and pupil personnel workers will hold Master's degree (prediction by U.S. Office of Education).

1970 - National counselor-student ratio has improved to approximately 1:440. Recommended optimum ratio: 1:250/300.

By 1970 - Virtually every state (exception-Washington) has certification law for secondary school counselors. Now well over 300 graduate counselor training programs in the United States.

Growth of federal legislation in support of school guidance services.

1917 - Smith-Hughes Act
1938 - George-Deen Act
1946 - George-Barden Act
1958 - National Defense Education Act (created Counseling and Guidance Institutes)
1963 - Vocational Education Act
1965 - Elementary and Secondary Education Act
1968 - Vocational Amendments (to Vocational Education Act)

Despite this "success story" vocational guidance services in the schools lagged until about the mid-1960's. Why?

Deterrents to the Growth of Vocational Guidance

1. Concerns with vocational counseling sidetracked by other aims and conceptions of school counseling.

1930's - Counselor seen as discipline officer dealing with wayward and troublesome students.

1930's to present - Bias toward counseling of the college bound; secondary school overemphasis on preparing students or college entrance was reflected in the priorities of the counselor.

1940's - Popularity of psychotherapeutic concepts of counseling beginning around World War II; pronounced influence of Carl Rogers' nondirective counseling movement; appeal of psychotherapy attributable to quest of counselor educators and practicing counselors for improved status and more acceptable professional role.

1958 - Emphasis on guidance of the talented resulting from passage of the National Defense Education Act. Principle that opportunities for counseling and vocational guidance should be extended to all students not fully implemented by federal legislation.

1964 - Passage of Economic Opportunity Act; focused on educational and counseling needs of the economically disadvantaged and paved way for increased emphasis upon vocational guidance.

2. Counselor education assigned little importance to training for vocational guidance. Counseling on vocational problems regarded as superficial, as involving low-level skills, and as demeaning to the image of the professional counselors; disparity between the "ideal" counselor, as seen by counselor educators, and the real counselor in actual practice; counselor education emphasized psychotherapy and positive mental health.

3. Selective bias in screening students for counseling.
   College-bound students (who were more likely to seek out the counselor) typically received counseling for choice of college. Noncollege bound (who needed vocational guidance) less often sought out the counselor and were less likely to be invited in for counseling.

4. Disenchantment with some of the prevailing, narrow vocational guidance techniques.
   Occupational information dissemination - counselor as a dispenser of facts and leaflets.
   Routine testing and test interpretation - counselor as a test giver who ignores real world of work.
   Result: Vocational guidance considered low-level form of counseling requiring minimal skills.

D. Unment Needs for Vocational Guidance

1. Evidence of inadequate vocational guidance services.

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a. Counseling the college-bound (now almost 50% of high school seniors) occupies significant portion of working time of typical counselor. Counselors usually do this type of counseling by choice, having little interest in vocational guidance
b. High degree of "crisis counseling," when vocational guidance is done: i.e., short-term patchwork counseling.
c. Student surveys reveal that counselors have not been a major factor in their vocational plans and decisions.
d. Evaluation Studies.
    Does counseling make a difference? Evidence regarding impact on vocational choice and planning outcomes is not impressive.

2. Evidence of student need for assistance with vocational planning.

a. Widening gap between freedom to choose vs. capacity for choice. Stress on training for personal automomy vs. estrangement from world of work.
    Delaved entrance into full-time labor force
    Education and age barriers to early work experience
    Inadequacy of occupational role models (especially in urban areas)
    Result: Occupational illiteracy
b. Distorted perceptions of world of work.
    Job stereotyping and misinformation
    Knowledge limited to narrow range of occupations
    Lack of familiarity with career ladder and occupational mobility concepts
c. Disparity between level of occupational aspiration and level of educational aspiration (especially urban disadvantaged who distrust education as vehicle for upward socioeconomic mobility.
d. Low motivation for vocational planning: occupational motives develop more slowly than society requires for decision-making; high incidence of indecision.
e. Phenomenon of subjective occupational foreclosure; i.e., students exhibit increasingly negative attitudes toward concepts of work with increasing age.
f. Super-Overstreet Study - Vocational Maturity of Ninth-Grade Boys.
    Conclusion: 9th graders are typically not ready for counseling involving vocational decision making: yet that is what counselors usually stress.
g. Difficulties with transition from school to work.
    Students inadequately informed about locating work, hiring procedures, and work etiquette
    High job failure rate among youthful workers
    For evidence on job adjustment problems of young workers, see Workers Adjustment: Youth in Transition from School to Work (annotated bibliography). Center for Vocational and Technical Education, Ohio State University.

h. Concerns about vocation and future
   Analysis of the written work of 1,124 New York City adolescents, grades 7-12, showed that 26.4% of students had such concerns. Only category to show substantially higher percentage was concerns about boy-girl relationships. -- Ruth Strang, The Adolescent Views Himself, 1957

i. Instability of vocational plans. More college freshmen than not change vocational goals - Forrest's study, National' Merit Scholarship Corporation.
   Between tenth grade and six months beyond high school, most students change curricular and occupational goals. -- Smith-Rothney Study.

E. New Directions

1. Changing goals of vocational guidance

   a. Emphasis on facilitating the process of vocational development (as contrasted with helping students make specific choices). Emphasis on building occupational awareness; planfulness; sense of control over one's own destiny.
   b. Vocational guidance for all students; implication is that all students should have exposure to vocational education (defined in broadest sense).
   c. Expanding opportunities for occupational exploration (e.g. cooperative vocational education).
   d. Promoting vocational guidance through the curriculum; stress on the vocational relevancy of academic subject matter.
   e. Counselor as an environmental arranger, one who consults with teachers, administrators, parents, employers, etc., to make school environment more supportive of student needs and to broaden student opportunities for self-exploration.
   f. Emphasis on special vocational needs of the disadvantaged.

2. Newer methods and resources in vocational guidance

   a. Multimedia approaches to building career motivation and planning (as contrasted with information dissemination through use of conventional print media).
      Life Career Game (Boocock-Coleman); simulation of occupational planning
      Film and film strips - e.g., Dr. Ann Martin's "Slice of Life" films
      Project VIEW (San Diego)
   b. Work exploration experiences
      "Hands-on" experiences (from vocational education)
      "Day on the job with an (e.g., engineer) - Kiwanis
   c. Computer-assisted vocational guidance
      IBM (Miner-Super)
      Willowbrook (Jo Ann Harris)
      Kodak (Rochester, N.Y.)

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Potential advantages of computerized systems
Provides wider range of information
Economical (saves counselor's time)
Allows 2-way interaction

d. Articulation with community agencies
e.g., JOBS program (National Alliance of Businessmen)
e.g., Neighborhood Youth Corps

e. Behavior modification methods
Applies reinforcement (learning) theory to the building of planful behavior.

f. Career Guidance Practices in School and Community, National Vocational Guidance Association, 1970. Describes a wide variety of practical techniques of vocational guidance and career development.

3. Trends in counselor education

a. Longer programs of counselor education (moving toward two full years of preparation with more emphasis on vocational counseling skills, occupational information, and work experience); more stress on supervised internship.

b. Supervision and training of counselors will continue even after initial entry into counseling positions.

c. Expansion of training of elementary school counselors.

d. Improved efforts at articulating guidance services in elementary schools, secondary schools, and junior and community colleges.

e. Greater exposure to social psychology of work, to industrial and personnel and psychology, to hiring practices, to work adjustment problems of young workers, and to occupational information resources.

f. Recruitment of candidates for counselor training from non-teacher pools; e.g., social and behavior sciences.

g. Employment of paraprofessionals (support personnel) -- parallels current trend in medicine, nursing, etc.
e.g., Wayne State University, Developmental Career Guidance Project.

h. Teaching consulting skills; team training of counselor-and-teacher pairs of counselor-administrator pairs.

i. Training of specialized personnel
e.g., Specialized counselors for vocational schools

j. Short-term national and regional conferences
Examples: Vocational Aspects of Counselor Education, George Washington University, 1965
Guidance in Vocational Education, Ohio State University, 1966
Implementing Career Development Theory and Research through the Curriculum, National Vocational Guidance Association, 1966
Institute on Career Development: Implications of the 1968 Amendments, University of Missouri, 1969

k. Legislation

1968 Vocational Amendments: Demonstration Programs Triple-T Program (teaching the trainers of teachers) - implications for counselor education.

l. Interdisciplinary training - training the counselor as a specialized member of an integrated professional team.

e.g., Pilot training projects at the University of Minnesota - team training of counselors and distributive education co-ordinators.

e.g., National conferences co-sponsored by American Personnel and Guidance Association and American Vocational Association

POVERTY AND JOBS: A CASE STUDY OF DENVER, COLORADO

Colorado State University
May 14, 1970

Dr. Reuben A. Zubrow

The purpose of this paper is to report on a study of urban poverty and jobs in Denver undertaken in 1967-69 for the City of Denver and the Urban Projects Division of the Economic Development Administration of the U.S. Department of Commerce. The study consisted of four parts plus policy recommendations. The first describes the nature and dimensions of poverty in Denver's economic ghetto, an area comprising 28 contiguous census tracts in the heart of the city and accounting for over 100,000 residents, or more than one-fifth of the city's total population. On the basis of socio-economic characteristics of all census tracts in the nation's 100 largest SMSA's, this area was identified as an "urban poverty area" by the Bureau of the Census for the Office of Economic Opportunity. Although Spanish-surnamed and non-total population, it is essentially an "economic ghetto" since it contains the most economically disadvantaged members of all racial and ethnic groups to be found in Denver. In terms of labor force status, poverty area residents represent less than one-twelfth of the Denver SMSA total labor force, but account for approximately one-third of the unemployed in the Denver labor market, or more than four times their per capita labor force share.

It is widely believed that the most common cure for poverty is a job, but all economic poverty simply cannot be solved by employment because a high proportion of poverty households are headed by persons who are outside the labor force--the aged, the physically disabled, and the many women burdened with family responsibilities. Obviously, non-economic and non-employment factors must be considered in attacking urban poverty. However, the basic problem is to provide the unemployed and underemployed with meaningful jobs which will raise their incomes above the poverty line. Accordingly, the remainder of the study focuses on the operation of the Denver labor market.

Parts two and three develop a reliable measure of the labor force status of the adult population residing in the Denver study area, including an analysis of unemployment and underemployment in Denver's economic ghetto as well as an inventory of current and projected employment classified by occupation and skill level for the entire Denver SMSA.

The Denver SMSA is different from other SMSA's in many fundamental respects, but it shares with all a poverty area in its core city that is steadily deteriorating. On the other hand, Denver's rates of income and employment growth have steadily been greater than the national averages in recent decades. New jobs have been generated at a rapid pace, new industries have come into the region, old industries have expanded, and the region's economic vitality has been striking. Denver is an important distribution center for the surrounding agricultural plains region, as well as for the entire Rocky Mountain front range and the Colorado plateau beyond. However, the share of manufacturing employment in its economy has always been below the national ratio, and even that low proportion has tended to be oriented to local market demands. Because of its scenic, sports, and historical attractions, tourism has always been important, and Denver has benefited from the maturing of the air age. The health and educational sectors have also received considerable support. In addition, there have been defense installations, government scientific laboratories, private electronics and research facilities located in the area. These have provided an important stimulus for the establishment of a dynamic scientific-industrial-technological sector. Denver's employment pattern has reflected these trends and this study develops a comprehensive five-dimensional matrix of the Denver labor market, with 1967 employment classified by industry, size of firm, occupation and skill levels, wage rates and geographic dispersion. Employment in the Denver SMSA for the year 1975 is also projected. In part four the study attempts to estimate the current unfilled demand for labor in the Denver SMSA as measured by the number of job vacancies reported by both private and public employers, classified on a basis similar to that used for the employment analysis. The number of job vacancies, particularly for unskilled and semi-skilled labor, are compared with the numbers of unemployed and underemployed living at this time in Denver's economic ghetto. Finally, the last part of the study comprises recommendations for reducing poverty and unemployment in the Denver study area.

As already noted, the greater Denver metropolitan area has shared in the nation's general prosperity, with employment and product growing faster than for the nation as a whole, while unemployment and product growing faster than for the nation as a whole, while unemployment rates have consistently been below the national average. Not withstanding the high level of employment, poverty co-exists with affulence in Denver today, and the unusually low average unemployment rates for this area actually camouflage high rates for particular sections of the city and for specific groups participating in the labor market. Moreover, the unemployment rates reported for the SMSA take no account of either involuntary part-time employment or the "discouraged work," i.e., a person who is no longer looking

for work because he believes jobs for which he can qualify are not available or not worthwhile.

In order to develop a "profile of poverty," the family income level used as the "poverty line" for Denver was $3,000 for a family of four, with variations in $500 steps for larger and smaller households. Of course, the number of poverty households in the Denver study area would have been larger if the more widely used HEW poverty income index of $3,335 for 1966 had been used. Also, it should be noted that in this study the area's poverty households were compared with the non-poverty families residing in the same economic ghetto. In contrast to this methodology, most studies either measure the incidence of global poverty and contrast such households with national data, or compare findings for an entire "poverty region" with "non-poverty regions." In other words, the latter do not attempt to differentiate between the poor and non-poor populations living within a given poverty area.[2]

On the basis of the $3,000 criterion, it was found that approximately two-fifths of the total population of Denver's economic ghetto, or about 40,000 persons, were living in poverty, and more than one-half of them were children. Other principal findings of this part of the study were the following:

> The poverty study area was a racial, as well as an economic ghetto--three out of every five of its residents were either Spanish-surnamed or non-white, and the Hispanos outnumbered the Negroes two-to-one.
>
> And the concentration of Hispanos in the poverty study area has steadily increased since 1960, so that by 1967 seven out of every ten Spanish-surnamed people living in the City of Denver were to be found in this section of the city.
>
> In contrast, the proportion of the city's Negroes living in the study area has continually declined since 1950, from almost 90 per cent to less than 40 per cent. Also, a marked decline has occurred in the area's Anglo population since 1960.
>
> The average standard of living for Denver's ghetto residents is lower today than it was 17 years ago. Median household incomes for all racial groups living in the study area are significantly lower than those for the rest of the city or the suburbs.
>
> But within the study area the Hispano families have the highest incomes and the Negroes have the lowest, primarily because the more successful Negroes and Anglos have left the area.

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On the average, the adults in the study area have had much less formal schooling than residents of the rest of the city--and the Hispanos have had the least.

Equally significant is the fact that more than one-half of the adult population (those 25 years of age or older), have had less than 12 years of formal schooling. In other words, less than one out of every two adults residing in the area has a high school diploma.

Furthermore, the educational achievement levels of the children attending the "segregated" public schools of the study area are markedly below those of students attending the schools located in the "non-poverty" area of the city.

Although the people of the study area represent only one-fifth of the city's population, they account for almost two-thirds of the public welfare, criminal court and public health costs of the City of Denver.

In the Denver study area today almost 14,000 households are in poverty; and more than one-third are headed by old people, and almost one-third by women under 65.

And two out of every three Hispano households headed by women are in poverty, and for those Negro and Anglo households headed by women the ratio is one out of two.

Moreover, slightly less than one-third of the 14,000 households in poverty received any form of public assistance or welfare in 1967.

It is clear that a significant proportion of the residents of the Denver poverty study area exist on the fringes of the economic system--the existence of what Gunnar Myrdal has called an "under-class" outside the mainstream of society.[3] And although the majority of Denver's "poverty" population--the aged, the handicapped, children, and the women burdened with family responsibilities--generally are considered to be outside the labor force, the impoverished condition of this "underclass" results, in large part, from their present or past employment situation. With regard to unemployment and underemployment existing in the Denver economic ghetto, our study showed that:

Less than one-third of the heads of "poverty" households were employed. In contrast, the rate was almost three-fourths for the heads of "nonpoverty" households.

In terms of the occupational mix of these two types of employed heads of households, more than one-half of the "poverty" heads were employed in service occupations and less than one-eighth in white collar jobs. In contrast, almost one-half of the "non-poverty" heads worked at blue-collar jobs, and one-fifth were in white-collar occupations.

The unemployment and underemployment data were even more striking. On the basis of the U.S. Department of Labor's standard definition, the unemployment rate was 11.5 per cent for Denver's economic ghetto--more than four times as high as the 2.7 per cent rate for the entire Denver labor market at the same time. And the unemployment rate for the heads of the "poverty" households was seven times as great as that for the heads of "non-poverty" households within the study area.

The unemployment rate for men was about 9 per cent, with no significant variation among the rates for Hispano, Negro or Anglo men.

For ghetto women the rates were even higher--15 per cent on an overall basis, and one-third higher for Hispano and Negro women.

But the highest overall unemployment rate--22 per cent--was experienced by the youngest members of the labor force--those between 16 and 24 years of age.

Moreover, the "underemployment" rates, which take cognizance of "discouraged workers" outside the labor force and those not fully employed, were about twice as high as most of the unemployment rates prevailing in the study area.

Employment in the Denver economy has grown rapidly in the past and further increases in the demand for labor are anticipated. Ninety-five thousand new jobs are projected by 1975, an increase of 23 per cent over 1967. In contrast, the comparable employment growth projected period is only 14 per cent.[4] But whether this growth of jobs in the regional economy will eliminate, or significantly reduce, the unduly high unemployment and underemployment in Denver's economic ghetto depends upon a host of factors--such as the kinds of jobs generated, the improved functioning of the labor market, and the extent of in-migration of non-poverty people.

Although the primary concern of this part of the study was the employment opportunities available to residents of the study area, the market for the labor of such persons cannot be so restricted. Many residents work outside the poverty area, and in some cases

outside the city of Denver, while many nonresidents work within the study area. Since the jobs which poverty area residents can hope to obtain do not differ greatly from those available to non-residents with similar skills, the entire metropolitan labor market was examined. For reasons of statistical feasibility and conformity, the area chosen for analysis was the Denver Standard Metropolitan Statistical Area, which offers an ideal base for a labor market study since nearly all of its labor force lives and works in a compact, urbanized area. As of September, 1967, there were an estimated 405,000 nonagricultural wage and salary employees in this SMSA and the labor market analysis showed the following:

> The demand for labor in the Denver market has grown rapidly in the past and will continue to grow at a rate signficantly above that for the United States as a whole.
>
> The proportion of employment in the trade and service industries was markedly higher in the Denver SMSA than in the nation as a whole. It is interesting to note that because of the relative concentration of Denver's employment in trade and services, Denver's industrial mix in 1960 closely resembled the projected mix for the entire U.S. in 1975. Thus, many problems faced by Denver today in adjusting its labor force to a service-oriented economy will shortly confront the rest of the nation.
>
> Moreover, the service and trade industries in the Denver SMSA are expected to have the greatest employment growth during the 1967-75 period--increasing by 30 and 26 per cent, respectively--while manufacturing and other "hard industry" employment will rise only by about 13 per cent.
>
> In terms of broad occupational categories, Denver's employment is concentrated in white-collar and service occupations, and this concentration will continue to increase as the share of blue-collar jobs declines. For example, the former are expected to increase by 34 and 27 per cent, respectively, while blue-collar jobs will grow by only 12 per cent during the same period.
>
> Similarly, the demand for unskilled and semi-skilled workers is projected to grow faster than the overall demand for labor in the Denver market.
>
> At present, three out of every five such workers are in the white-collar or service occupations, and this ratio also is projected to increase.
>
> Thus, the greatest employment opportunities for Denver's unskilled and semi-skilled workers are to be found in the trade and service industries rather than in the "hard industires"--manufacturing, construction,

transportation and public utilities.

But, as a result of the changing industrial and occupational patterns in the Denver labor market, the best paying unskilled and semi-skilled jobs traditionally held by males (blue-collar), will experience relatively little growth.

Moreover, the Denver economy is not dominated by a few large firms or industries. Of the 11,000 firms with four or more employees (in covered "insurance" employment), only about 50 firms had 500 or more employees. In contrast, about 10,000 firms had fewer than 100 employees,and as a group accounted for almost one-half of the total private employment in the SMSA.

This preponderance of small firms suggests that the implementation of programs seeking to involve the private sector in hiring and training the hardcore unemployed may be more difficult in Denver than in cities where the employment is concentrated in a few large firms.

Thus, with regard to the Denver employment situation, it appears that the improvement of job opportunities for the residents of the poverty area basically depends upon the growth of the Denver economy. As indicated, about 95,000 new jobs are expected by 1975, and around 66,000 of these will be unskilled or semi-skilled--roughly the same proportion as that of the current employment mix. But the low-skilled blue-collar jobs in manufacturing, construction, transportation and public utilities, traditionally held by working class males, will have the smallest growth, while employment in the trade and service industries and in the white-collar and service occupations is projected to show the greatest increase. This employment growth pattern indicates that there will be a relative decline in the incomes of those workers who lack the education, training or experience necessary to obtain and hold the better paying skilled jobs or managerial and professional positions. On the other hand, it is equally important to note that although the greatest growth in employment is expected to take place in suburbia, more than half of the jobs for the entire metropolitan region will be found in the center of the city of Denver, an area practically coterminous with Denver's economic ghetto.

As already noted, our study develops job vacancy data for this market. It is increasingly being recognized that vacancy information is a necessary part of any meaningful attempt to ascertain the nature and dimensions of the labor problem. When combined with employment data, a comprehensive measure of the present demand for

labor is provided; when related to current unemployment, a general evaluation of the operational efficiency of the labor market is possible. As it was summarized in the 1968 MANPOWER REPORT OF THE PRESIDENT, "If detailed and comprehensive data were available on job opportunities, these would constitute sensitive indicators of the changing state of local job markets...and they could be particularly valuable as a guide in planning manpower programs aimed at more efficient matching of workers and jobs."[5]

The "detailed and comprehensive" analysis of job vacancies by occupational categories, wages, skill levels, and entry requirements developed by our study indicates that unemployment could be substantially reduced through a more rationalized operation of the Denver labor market. One of the most striking findings of the Denver vacancy market was more than double the total number of unemployed persons living in the Denver economic ghetto. When expressed as percentages, the vacancy rate was almost as high as the unemployment rate for the entire SMSA--2.4 per cent compared with 2.7 per cent, respectively. In short, the Denver labor market was relatively tight in September, 1967.

Moreover, a distribution of the vacancies shows that more than 4,000 were unskilled jobs and about 2,300 were semi-skilled, so that these two categories alone accounted for more than two-thirds of all job vacancies in the Denver labor market. At the same time there were about 4,300 unemployed poverty area residents--a number almost identical to the total of unskilled job vacancies. But many of these openings had relatively high entry requirements and low entry wages. For example, more than one-half of all unskilled job vacancies required a high school diploma, while only one-fourth were available to persons with an elementary education or less. In addition, almost one-third of the unskilled job vacancies had an experience requirement of at least one year, and only two-fifths were open to persons with no related work experience. Not withstanding these relatively high education and experience requirements, more than 40 per cent had a reported entry wage of less than $1.50 per hour.[6] Thus, the overriding importance of education and experience for obtaining employment is again reaffirmed. Even if managerial and professional openings are excluded, three-fifths of the remaining job vacancies reported for the Denver labor market were foreclosed to applicants who did not have at least a high school education, and two-thirds were closed to those who had no job experience. If education and experience requirements are viewed as the measures of probable work performance, they appear to be extremely high for many of the lowest paying jobs. However, education and experience requirements often are used by employers not as a measure of vocational skills, but as a proxy for "social skills."

In terms of broad occupational categories, blue-collar job vacancies (accounting for one-third of the total), offered the best job prospects for the unemployed and underemployed males living in the Denver economic ghetto. More than 40 per cent of these vacancies were for unskilled labor and only 5 per cent paid less than $1.50 per hour. And the number of unskilled blue-collar openings (about 1,800) was almost as large as the total number of unemployable males who reported experience in service occupations could qualify easily for the low-skilled blue-collar jobs without additional training or education. Although the blue-collar occupations would seem to afford the best short-run job prospects for ghetto residents, the slow rate of growth projected for this occupational category, particularly in contrast to the rapid growth projected for white-collar jobs, indicates that long-run solutions must focus on improved education and training for the ghetto poor.

With regard to size of firm, the greatest number of job vacancies in the private sector were concentrated in small firms. They accounted for more than 71 per cent. Giant corporations such as Martin-Marietta, Dow Chemical and IBM are important and highly visible regional employers, but all large firms in the Denver metropolitan area were actively recruiting only about 500 unskilled workers while, at the same time, the small firms reported more than 3,000 vacancies for such workers. Thus, the "tight labor squeeze" in the Denver SMSA has the greatest impact, as expected, on the small firms.

With regard to geographic distribution, the distribution of job vacancies in the Denver metropolitan area was not much different from that for employment. Almost one-half of the unskilled, and two-thirds of the semi-skilled job vacancies were located in the "center of the city." Hence, a substantial number of job opportunities for which unemployed and underemployed ghetto residents might qualify existed in close proximity to the city's economic ghetto. Thus, the widely held belief that there is a need for developing a mass transportation system to suburbia in order to provide job opportunities for the inner-city's unemployed must be re-examined.

Finally, it becomes patently clear that the Denver labor market is not functioning properly when the vacancy data are juxtaposed with the unemployment data for the same period. For example, there were an estimated 13,000 persons unemployed in the Denver SMSA as of September, 1967, and on the basis of the household survey, about one-third of the SMSA unemployed lived in the Denver poverty study area. When measured in terms of underemployment, there were 9,300 such persons residing in this area. At the same time, there were 9,700 job vacancies reported for the Denver SMSA, and more than 90 per cent of these were in the private sector. Thus, unemployment and underemployment in Denver's economic ghetto cannot be attributed to an overall shortage of jobs, and it is evident that employment could be increased substantially by improved operation of the Denver labor market. Data on "hard-to-fill" job vacancies[7] provide further evidence of the malfunctioning of this market, since one-third of all vacancies were reported to have been open for at least one month.

One of the major reasons the labor market does not function properly is the lack of effective information channels between employer and job seeker. The Colorado Department of Employment is generally considered to be the major job information channel for the metropolitan Denver market--yet, this agency had fewer than 1,400 unfilled job orders carried on its books at the same time that 8,800 vacancies were reported by private firms for our survey. Moreover, the ratio of CES unfilled job orders to study vacancies for white-collar workers was 1 to 4; for blue-collar workers, 1 to 7; and for service workers, 1 to 8. However, low penetration on the demand side of the market by a state employment agency is not unique to Denver--data available for other areas indicate this is a national problem. Myers and Creamer note that "on the first date (of their survey), unfilled jobs in ES orders amounted to 56 per cent of estimated job vacancies; on the second date, they amounted to only 37 per cent. The comparable fraction for 14 of the areas surveyed by the Department of Labor was one-third. As to occupational composition, the record is not better.[8]

The low penetration of the CES is not restricted to the demand side of the market--poverty area residents also reported little contact with this agency in their search for work. Less than one-third of the unemployed living in the Denver economic ghetto stated that they had used the CES in looking for work, and only about one-tenth of the employed persons living in the area had obtained their current jobs through this agency. Although registering with the Colorado Employment Service was the most frequently reported job search method used by the unemployed, the low number using the CES appears particularly remarkable since a person must register with this agency in order to qualify for unemployment insurance. Assuming the methods reported by these groups are representative of their normal job search experience, it is clear that the unemployed generally have not used the combination of job search methods which have proved successful for the employed. In any case, searching out a job, employer by employer, is not an efficient technique for the labor market as a whole since the information on which this type of search is based is neither complete nor available to all job seekers. In short, the malfunctioning of the Denver labor market must be attributed in large part to the fact that relatively little use is made of the Colorado Department of Employment by either the Denver SMSA employers or those job seekers living in the Denver poverty area.

In conclusion, on the basis of study data it is evident that any comprehensive program directed at reducing poverty in the city of Denver would have to provide improved employment opportunities for the residents of Denver's economic ghetto. The crucial need is to place the impoverished unemployed and underemployed in meaningful jobs. The first step toward solving Denver's unemployment

problem is to recognize that the Denver labor market has failed to operate effectively. The simultaneous existence of an excess supply of and an excess demand for labor is evidence that much of the existing unemployment is due to imperfections in the labor market rather than, as commonly supposed, a shortage of jobs. Equally important is the need to provide jobs that give satisfaction, status, decent pay and a chance for upward mobility, rather than just providing the hardcore unemployed with low-paying, low-status jobs. In order to overcome the unemployment problem, the efficacy of the present employment agencies must be upgraded and new labor market institutions must be developed--not only in Denver, but across the entire nation.

Footnotes

[1]This paper is based on a study, Poverty and Jobs in Denver, by R.A. Zubrow, W. D. Kendall, E.S. Miller and P.L. Burgess, commissioned by the City of Denver and the Economic Development Administration, U.S. Department of Commerce, and published by the City of Denver, June, 1969.

[2]See, for example, the following studies: R. L. Lampman, "The Low Income Population and Economic Growth," Study of Employment, Growth and Price Levels, Joint Economic Committee Study Paper No. 12, Washington, D. C. (1964); M. Orshansky, "Counting the Poor," Social Security Bulletin, (January, 1965); "Who's Who Among the Poor," Social Security Bulletin, (July, 1965); "The Poor in City and Suburb, 1964," Social Security Bulletin, (December, 1966); "The Shape of Poverty in 1966," Social Security Bulletin, (March, 1968); J.R. Wetzel and S.S. Holland, "Poverty Areas of Our Major Cities," Monthly Labor Review (October, 1966); P.M. Ryscavage and H.M. Willacy, "Employment of the Nation's Urban Poor," Monthly Labor Review (August, 1968).

[3]G. Myrdal, Challenge to Affluence, Pantheon Books, New York (1962), pp. 34-35.

[4]The national projections are based upon those developed by the U.S. Department of Labor. See Bureau of Labor Statistics, Tomorrow's Manpower Needs, (Preliminary unpublished report, 1967).

[5]Manpower Report of the President, U.S. Government Printing Office, Washington, D.C., (1968), pp. 70-71.

[6]The legal minimum wage at the time of the survey was $1.40 per hour.

[7]A "hard-to-fill" vacancy was one for which an employer reported he had been actively recruiting for 30 days or more.

[8]J. Myers and D. Cromer, Measuring Job Vacancies, National Industrial Conference Board, New York

THE SPACE AGE VOCATIONAL OUTLOOK FOR THE 1970'S AND THE 1980'S

Colorado State University
May 14, 1970

Dr. S. Norman Feingold

I am delighted to be here and have looked forward to this visit since receiving this invitation some months ago from Dr. Margaret Blake. This part of our country has a particular fascination for me.

Work has central meaning in the lives of most people. The type of work one does largely determines one's position in life. It helps determine marriage, residence and life style. Upon meeting a person, the questions, "What does he do?" and "Where does he work?" are second only to "What is his name?" Moreover, those squeezed out of the labor market (the school dropout, aged, unemployed) are often isolated from the mainstream of society. Without an anchor of work, an individual's identity may be lost. Within a work setting exist the seeds for ego-satisfaction or alienation.

No group of workers is immune to work alienation. They may not find their work role ego-satisfying nor their work setting gratifying. Psychologists have noted the need of young people to feel fidelity to society. However, we have witnessed a great deal of confusion and pressure stemming from a rising tide of life expectations, an increasing number of career opportunities, and a need to be involved and productive coupled with a feeling of powerlessness to affect and control one's environment. Goodman wrote in "Growing Up -- Absurd" that the adult culture has not set an example which youth feels is worthy of emulation. In fact, researchers have found that the leaders of the current youth rebellion are often members of the more gifted stratum of society.

Despite feelings of frustration and anomie, the gifted in particular have tremendous potential to become deeply involved. They will enter, for the most part, those jobs considered to be ego-involving or intrinsically satisfying. A job and career can be the organizing force in a person's life: he can devote his energy and drive to it. These jobs will probably not be eliminated by automation. These are positions in which a person controls his activities

and tasks. They involve critical judgment. Examples are the professions, executive and managerial work, the arts, small business ownership, craftsmanship, etc. If we look at the structure of the world of work, we will see that the prognosis for many of the ego-involving jobs is most favorable.

Today there is a concept of affluence rather than a concept of scarcity. The majority of our country are increasingly affluent. More and more men, such as those in the military, police, civil service, etc., are able to retire after 20 or 30 years of work and draw 3/4's of their previous salary. The elongation of the educational system and required military service have brought about a late start in the world of work together with early retirment. This promises an increasingly new pattern of life style and work in the 80's.

Productivity in the United States is such that for most people basic physical needs are met. They are capable of ascending Maslow's pyramid toward self-actualization. The importance of job attachment or alienation increases in a society freed from the spectre of want.

The numbers in want are constantly diminishing. When gifted people have a considerable amount of discretionary income, it is a foregone conclusion that many will reappraise the value of money and the importance of work in relation to other values. The statement of Eli Ginsberg is so true. The Ethiopians now have a per capita income of about $50. We have a per capita income of more than $5,000. Is our way 100 time better? Most Ethiopians have enough to eat, enjoy a good climate and don't work too hard. Women do much of the hard work. There is plenty to drink and they can change partners at will. Are we 100 times better off than they are?

Thus, besides analyzing the developing dynamic structure of our world of work, we must look at changing work values. Work milieu and organizational context are powerful sources of alientation and attachment. With what attitudes and expectations will our growing population with outstanding potential approach the world of work? What will be the structure of the world of work in the 80's as the educational level of the labor force rises substantially? By 1980, two out of ten workers will be college graduates, seven out of ten will have completed four years of high school, and only one out of sixteen will have completed eight years of schooling.

As a nation, we have learned to accept technological change and try to adjust to it. There have been two major occupational shifts in this country. The first was a shift from farm to non-farm employment which began about 1880 in the North and West. Stimulated by two World Wars, the pace of this shift accelerated. Agricultural employment declines both in actual numbers and in the proportion of

the nation's workers in agriculture declined from almost four out of ten workers to fewer than one out of ten. It still continues to decline to less than 5% in 1968, and less than 3% in 1980.

The second major occupational shift was the changing relationship between white collar and blue collar employment which gained momentum around the turn of the century. In 1956, for the first time, white collar employment was more in actual numbers than blue collar. Between 1900 and 1960, the relative position of service workers as a group increased slightly. However, this relative stability masked a sharp decline in private household workers and a sharp increase in other service workers, such as hair dressers, policemen, practical nurses, and the like.

A significant change in demand for labor took place about 1950 when, for the first time in history, the number of workers in service industries, which include trade, transportation, public utilities, finance, insurance, real estate, government and other services, surpassed the number in the production or goods-producing industries. This category includes manufacturing, agriculture, construction and mining. The proportion of all workers in goods-producing industries declined from 51% in 1947 to 46% in 1957, and fell to about 40% in 1963. The rate of decline in the proportion of goods-producing employment in the economy in the last six years has been almost two times greater than in the previous decade. The United States is the only country in the world in which the jobs in service idustries outnumber the jobs in good industries.

The growth of the service industries holds great promise for the gifted as well as all society. The possibilities for ego-involvement are particularly evident in human services. More and more people will hopefully be liberated from routine jobs for activities that will prove highly rewarding personally. These worthwhile and creative jobs include teaching and learning, social service, arts, politics, etc.

Let us now take a look at today's labor force of approximately 85 million. In 1975, it will grow to approximately 88.7 million. According to the Bureau of Labor Statistics, 100 million workers will be producing 60% more goods and services for Americans in 1980 than were produced in 1969. Thirty million women, 9 1/2 million of whom are black, are working today. The male percentage of the job force is shrinking - 67% in 1961, 61% in 1967. Through the mid 1970's, 3 1/2 million jobs will be offered annually. Nearly 2 1/2 million will be in 240 occupations that account for more than one-half of all workers in the economy. You know, for the next decade we can expect annual openings for 500 blacksmiths, inspite of all our automobiles. We can expect 28,000 openings annually for telephone operators, inspite of

all the automation in the telephone industry. A large increase in job openings during the next decade will be for elementary school teachers; approximately 150,000 jobs will open each year. We will need 240,000 more secretaries and stenographers each year. We will need 150,000 retail salesmen annually and 60,000 truck drivers annually.

By 1980, 45% of the labor force will be younger than 35 years. The work force is constantly changing, with workers entering and leaving all the time. The expansion by 1980 to a hundred million workers entering and leaving all the time. The expansion by 1980 to a hundred million workers means that more workers will be coming into the labor force (41 million) than will be leaving (26 million). The number of early career workers 25 to 34 years old will increase about 60% over the number of career workers in the same age range in 1968. The Negro labor force will increase by one-third.

There will be a slowdown in the rate of increase of 20 to 24 year-olds in the labor force. Young people, 20 to 24 years old, will be increasing in numbers during the 1970's but at a slower rate than during the prior decade. Youth under the age of 25 will account for a little more than one-fourth of the labor force expansion of the 1970's in contrast to over half between 1960 and 1968.

A sharp slowdown in the labor force growth rate among older workers, 45 to 64 years of age, is indicated. These older workers will increase in number by 1980, but their proportion of the work force will decline significantly. This slowdown largely reflects movement into this age group of the smaller number of persons born during the depression years, and a trend toward earlier retirement.

When we break down the work forces by occupational area, we see the following trends:

(1) Today, approximately 14 million semi-skilled or operative workers make up the largest occupational category in the labor force. It is expected to rise to 15.4 million in 1980. These are your assembly line workers; bus, truck and cab drivers; and most machine operators. The employment outlook for these workers through the 1970's is generally below average inspite of the fact that growth and replacement needs will provide jobs for over 5 million workers between 1968 and 1980. The semi-skilled share of employment will decrease from 18.4% in 1968 to about 16.2% in 1980. Driving occupations enjoy a good outlook through the 1970's.

(2) Clerical workers comprise the next largest segment of American workers. Seven out of ten of the 12.8 million clerical workers are women, and the largest number are stenographers and typists. Need for workers in all clerical occupations will continue through the 70's and is expected to rise to 17.3 million in 1980.

However, a tremendous need (three times that for combined clerical) will exist for office machine workers and computer operators. This again reflects the give and take of automation. This rapid growth in services corresponds to our rapidly growing need for repairs, advertising, and services - the services that a higher standard of living of a growing population calls for.

(3) In 1968, 10 million skilled workers made up a large segment of employed persons. This group includes carpenters, tool and die makers, electricians, typesetters, etc. Employment outlook for this group is spotty. In general, precision instrument craftsmen, mechanics, repairmen and construction painters enjoy a favorable occupational outlook. In 1980, business machine repairmen will be out in front with an increase of more than 100% over the 1968 level. Different industries employ different proportions of skilled craftsmen. Manufacturing employs a greater number than any other industry. In construction, for example, skilled workers are one out of every two compared to one of five in manufacturing and transportation, and fewer than one in ten in other industries. Continued industrial growth will provide the main source of employment for skilled workers in the building the building trades. On the other hand, manpower forecasts generally show a below average growth in need for machinists, carpenters, bakers, compositors, typesetters, and kindred workers through the 1970's. There will be more than 12.2 million skilled workers by 1980.

(4) Professional and technical workers, as an occupational group, have the brightest employment outlook for the 70's: brighter than any other occupational group in the labor force. In 1968, approximately 10.3 million workers comprised this highly trained segment of the labor force. In 1890 there were less than a million workers in this category. Seven out of ten of these workers are engaged in teaching, providing health services, or in doing scientific and technical work. By 1980, the need for professional and technical workers will be fifty percent over what it is today for a total of about 15.2 million workers. Demand for additional manpower is already in evidence across the board in professional and technical fields. The demand for professional and technical workers, and the shortage of highly trained workers, has ramifications for other rungs of the occupational ladder. Great emphasis is now being placed upon the development of workers with less than professional training. This relatively new, and still largely undefined segment of the work force, will continue to grow and solidify through and beyond the 1970's. Opportunities for these technicians, particularly in the health and helping professions, will continue to rise if present trends persist.

In the 1970's, there will be a significant number of technicians in new and emerging occupations with even greater emphasis on science-based knowledge and with inputs of knowledge from two or more disciplines.

The following job titles, some new, some emerging, may become commonplace by the mid-1970's:

Aerospace technician

Air traffice control technician

Bio-chemical technician

Bio-engineering technician

Bio-medical technican

Computer network communications technician

Conservation technician

Crystallography technician

Earth sciences technician

Environmental control technician

Genetics technician

Laser technician

Marine sciences technician

Nuclear propulsion technician

Oceanographic technician

Orbiting satellite systems technician

Science data processing technician

Solid state physics technician

Nearly every professional and technical occupation is expected to expand through the 1970's. The need for computer system analysts, for example, is expected to more than double. Other occupations that are expected to expand faster than average include: computer programmers, urban planners, recreation workers, economists, social workers, and engineers. Requirements in many of the paramedical occupations are expected to expand substantially, some approaching the rates of growth in computer-related jobs. An overall balance between the supply of and demand for college-educated personnel is likely for the 1970's as a whole.

(5) Outlook for agricultural workers, except scientific and research personnel, will continue to decline. In 1968, there were 3.5 million agricultural workers. By 1980, 3% of the nation's labor force will be producing all the food and fiber needed in this country. The number of farm workers will decrease to 2.6 million in 1980.

(6) Managers, proprietors and kindred workers are expected to show a slightly below-average growth, at least for the time being. A decrease in the self-employed segment of the labor force is expected to account, in part, for this trend. The outlook through the 1970's is much better for salaried workers, i.e., executives and managers, than for proprietors. In 1968, there were 7.8 million workers in this category. In 1980, there will be about 9 1/2 million managers, proprietors and kindred workers. Rapid changes in types of business organizations have had a variety of effects upon segments of this occupational group. In retailing, for example, the establishment of chain supermarkets and discount houses have eliminated many small businesses. This has reduced the number of self-employed proprietors while the number of salaried managers and officials has increased significantly.

(7) Through the 1970's and 1980's, the employment outlook for workers in sales occupations, especially real estate, stock brokers, insurance, etc., will continue to rise at a rate faster than the population increase. Outlook is particularly good for service occupations such as police work, where a present backlog exists. In 1968, 4.6 million workers were in sales. By 1980, there will be 6 million. The sales share of total employment will continue at a little over 6% throughout the 1970's.

In 1968, 9.4 million workers were in services. By 1980, there will be about 13.1 million in services. Most of the increase will be concentrated in jobs for waiters and waitresses, cooks, hospital attendant, janitors, practical nurses, firemen, policemen, cosmetologists, and private household workers.

(8) The predicted outlook for unskilled workers is considerably below the average increase, i.e., no increase for laborers compared to an average increase of 25% for all workers between 1968 and 1980. This occupational category absorbs a large percentage of non-white workers. Unless Negroes improve their access to skilled jobs, they will continue to have much more serious unemployment problems than white workers. In 1968, there were 3.6 million unskilled workers. It is predicted that by 1980 there will be virtually no change -- 3.7 million. This represents no significant change for workers in this category beyond the usual number of retirees at age 65 who will comprise just over 3 million through the 1970's. Unskilled workers represent a declining proportion of our work force. The decreasing

propensity to work after 65 reflects improvements in retirement benefits that reduce the need for older workers to stay on the job to make ends meet; greater security that comes with health protection of medicare and mediaid; and increased assets that may have resulted from full employment.

According to the Bureau of Labor Statistics, projection of the labor force is as follows:

Our labor force will be growing rapidly and becoming better equipped to meet the rising manpower requirements of the 1970's. By 1980, there will be about 100 million persons in our work force, more than 15 million greater than there are today. Women workers will expand to 37 million by 1980. The age distribution of the work force will change significantly. We can expect: (1) a tapering off of the huge increase of teenagers, (2) a slowdown in the rate of increase in the 20-24 year-old group, (3) a very large increase in the number of early career workers 25-34 years old (I might emphasize that this gruop, with their schooling completed for the most part, will provide a large pool of relatively well-educated young workers), (4) a small increase in the number of mid-career workers, age 35-44, and (5) a sharp slowdown in the growth rate among older workers.

As occurred in the 1960's, the number of women workers will increase at a much faster rate than that of the men. Nearly one-half of the total increase in labor supply will be women.

Little letup in pressures on higher education enrollment in public institutions is seen for the 1980's, despite a showdown in population growth. Compared with the 1960's, a larger proportion of college-age people are expected to attend both community junior colleges and state universities.

The number and composition of workers and jobs is one facet of the world of work. The climate of the work situation is another. Research has shown that life satisfaction is related to job satisfaction. Alienation may result from a work role that poorly fits a man's self-image. Attachment or alienation may also result from technical or social organization of the work. Wilensky found that the best independent predictors of work alienation were: (1) a work situation and organizational setting which provide little discretion in pace and schedule, and a tall hierarchy above (low freedom, high pressure), (2) a career which is blocked and chaotic, and (3) a stage in the life cycle which puts the squeeze on (the measure combines "large numbers of children living at home" with "low amount of savings and investments"). Strong work attachment had similar but not identical roots. It was most frequent among men of medium to high income, 30-39 years old, whose caree s had been orderly and whose present jobs

provide much opportunity for both sociable talk and getting ahead of the work load. He found that work milieu and organizational context are more powerful sources of alienation and attachment than social class. The most alienated groups in the study were blue collar workers (all had above average family incomes) and engineers (many of them with high salaries).

Large organizations tend to overstaff so as to be sure that their goals can be met on time. The under-utilization of talent of the gifted in large organizations is not atypical. Too often large organizations loudly and clearly tell their personnel to play it cool in order to get along. All large organizations are political organizations. If one hopes to get anywhere, people learn not to get in trouble by keeping their mouths shut. The study of organizations has accelerated to find ways of coping with the increasing size, complexity and specialization.

The concept of bigness is paramount. Many students go to a college and never even know their professor as many classes have more than 300 students. Although in late adolescence one needs close personal relationships, big universities and impersonal organizations are the trend of the day--big government, big industry, big private agencies, big armed forces. More and more institutions are overwhelming in their size. Too often bigness and conformity are closely linked. Non-conforming leaders try to shake up an organization but large organizations can't tolerate too much change or they lose their balance. In a mass market, too, the producer seeks conformity and tested behavior.

If one's work is determined by someone else, then the non-work aspects of life are likely to become more important. I have observed a greater interest on the part of our BBVS staff in leisure activities: sail boats, fun weekends, etc. This consumes their weekend thinking; their work does not. Too often in large organizations, job performance is controlled by others. In large organizations, too, there is no sense of personal security. Anyone can be replaced. There are always people in line willing and waiting to take over. As a counter-balance, in the professions at least, people become more closely bound to their disciplines but have less loyalty to XYZ group or ABC university.

The pressure for early vesting has increased considerably in the last five years. More and more opportunities have been made available in this area so that people can become even more career mobile. Inspite of this, there will be a shift from work-orientation to a concern with one's total life style. More and more people may decide to pay increasingly more attention to the needs of their wife and children. Many of you may recall the article in the papers about the American ambassador to Burma who after repeated requests for reassignment, which were completely ignored, finally cut his own orders and returned to the United States. "There comes a time when a man must consider his family and children."

I also believe that with the growth of large organizations, there will be a growing and considerable number of youth who will do what they are told but without any enthusiasm. There will probably be more rather than less disgruntled middle-aged managers in the 80's. There are fundamental changes going on in society and these are reflected in the world of work.

As the number of women working becomes a large proportion of the work force, value systems of the world of work will undoubtly undergo change. The labor force participation of women will continue to increase, especially among those in the early childbearing ages. More than one-half of all married women are now working. All indications are that this trend will continue in the decades ahead. This trend will be accelerated and women will probably go into a wider variety of jobs and careers as more successful models of the combination wife, mother and careerist are visible throughout the breadth of the land.

A new role and occupational status of women in our society is now emerging. More and more women are playing the role of wife, mother and careerist. Today it is not uncommon for a man who is being offered a job elsewhere to base his acceptance on whether or not the employer can find a job for his wife. We must be aware of the needs of gifted women, many of whom feel frustrated at being relegated to the home. There is much that can be done through day care centers, permanent part-time opportunities, more student aid for girls and women, and continuing education programs with flexible scheduling.

Career shifts in the middle years are evident. This can be advantageous to both employer and employee. More and more people believe that you come this way only once and when one's financial responsibilities are lessened and his children are on their own, one may decide to do his thing.

In the 1980's one can anticipate that the role and function of work to the individual will continue to be important. It will probably be more so for the gifted worker. However, attitudes toward work and employers are likely to be vastly different from what they are today.

By 1980, nearly 45 percent of the labor force in the United States will be younger than thirty-five years old. The coming generation of workers will be more highly educated, better informed, very mobile, and more affluent than any preceeding group of workers. It is estimated that 10.4 million new college graduates will be needed between 1968 and 1980: (1) 6.1 million to take care of the rising entrance requirements and occupational growth, and (2) 4.3 million to replace other workers. The aspirations and expecta-tions of these workers may differ considerably from those of either

present or past work forces. Their outlook and ambitions will depend on their abilities, education, and training, but almost certainly the coming generation and the gifted will be more demanding of employers.

Because the majority of young workers are far removed from the impact of the economic depression of the 1930's, they will probably be more willing to take risks in changing jobs. Job motivation will become increasingly difficult for employers and supervisors. Entering workers, particularly among the better trained and educated, will want greater responsibility and challenge and more rapid avenues of advancement in their early jobs. They will probably want more interesting and less routine work. It can be expected that the young work force will be more concerned with the social value of its work. To a much greater extent than in previous generations, entering workers will be attuned to participative and democratic management methods as opposed to traditional or authoritarian techniques of leadership. This seems to dictate the need for placing increasing emphasis on the human aspects of jobs rather than on the technical elements of work.

Increasingly, young workers are more aware of the employment alternatives and opportunities available to them. This, combined with generally higher levels of education and a more open attitude toward change, means that changing jobs or even changing professions will become even more common than at present. Concepts of company loyalty will depart from those attitudes expected by employers during the first half of the twentieth century. Emphasis will shift toward greater individual concern over personal and professional growth. Job mobility will probably continue and expand as more employees seek to improve their economic and occupational status through job switching.

Job mobility among corporate managers showed a definite upward trend during the early 1960's. This trend is expected to continue unless some catastrophic depression or other calamity revives the inhibiting fears and anxieties that still haunt so many managers who entered business in the 1930's.

Supervisors can expect that the emerging psychological, social and economic attitudes of gifted young workers will confront them with baffling new problems and challenges. An aggressive array of gifted youthful ambition and ideas will add to the dynamics of work groups in every occupation and industry. This vital resource, properly channeled by thoughtful and conscientious leadership, can be deployed in the solution of complex operational problem confronting the organizations. If they are thwarted, it can turn against employers and create additional human and social problems for the organization.

The direction that the energy of the coming generation of workers will take appears to hinge on these key factors. First is the ability of employers to provide work that is challenging, relevant, and rewarding for new employees. The second is the style of leadership used by employers. In most cases, leadership will have to provide opportunities for meaningful participation in affairs affecting the lives of workers and must consider the intelligence, pride, and dignity of these workers. Third is the role of the counselor.

High school and college counselors will have to change their posture from "neutral or passive" sources of educational and vocational and job and career information to active developers of information and long-range participants in the job-seeking process. More placement activities at both the high school and college level, including more early job placement activity at the high school level seem realistic and essential. Placement activities not only give one a broad picture of the world of work but provide communication that is loud and clear with nearly all elements of a community. Teachers and conselors both at the high school and college level today have much to offer from their own personal experiences as consultants and full or part-time workers in the economy.

Much of the guidance information developed in this country is general in nature and oriented to broad national situations. Therefore, it is of limited value to the specific counselor of youth and adults. Counselors can help people by providing local and regional information of practical use to the clients they serve. Counselors can also help eliminate the time lag between identification of new job and career opportunities and the inclusion of specific programs in the schools designed to prepare people for these positions.

Counselors must meet the challenges of these new career roles and attitudes. We must meet the challenges of all workers and particularly the gifted in much more efficient and creative ways. Or, as human beings, we will find ourselves merely extensions of a technological world where too many people are alienated. Many look for immortality and don't know what to do on a rainy Sunday afternoon. Counselors are agents of change and can help make the big difference if their competencies match the complexities of the problems facing us. Our new generation of youth may well hold the key to our future creative growth and development. What we do as counselors to nurture each generation of youth will make a big difference. Education, although not the only means, seems to me to be the best possible channel for both the individual and society to adjust to change. Large numbers of youth entering the labor force directly from high school and vocational school will require improved preparation in order

to obtain the skills and work attitudes needed for success in a changing world of work. Young workers will need better guidance and counseling as they enter the labor force. Youth who do not complete high school may find it hard to get a job as they compete with peers who have had more schooling. Approximately 14% of the youth in this country are still leaving high school prior to the completion of 11th grade, and 24% prior to high school graduation.

We cannot afford to lose their talent or the talent of any prospective member of our work force. All people have great potential and have so much to contribute both to our dynamic world of work and to our society. Manpower research already requires concepts and methods from several disciplines, and the interdisciplinary approach will probably accelerate in the years ahead with contributions not only by counselors but sociologists, demographers, psychologists, economists and others. We, as agents of change, can also help bring this about by doing our work with creativity and a sense of urgency. I am reminded of the story of the atomic physicist who during World War II helped build the atom bomb under the aegis of the Manhatten Project. Walking through Central Park in New York he spied a small turtle. Picking it up, he decided it would be a nice gift for his grandchild. He walked about fifty feet and then retraced his steps and placed the turtle in the exact spot where he had found it. "I've changed this universe enough already." Counselors, on the other hand, must face change themselves and help bring it about every day of their lives. There is no need to fear change.

In concluding, the story attributed to Socrates seems most appropriate. Socrates was known as a scholar and a learned man. Two young men decided to show that Socrates was not as learned and wise as others thought. They decided one would hold a bird in his hand and ask Socrates what was in it. Then they wouldppose the question, "Is the bird dead or alive?" If he said the bird was dead, the young man would open his hand and the bird would fly away. If he said the bird was alive, he would snap the bird's neck as he opened his hand. They came to Socrates and tried out their plan. Socrates guessed that it was a bird in his hand. They then asked him if it was dead or alive. Socrates said, "The answer is in your hands." In my opinion, the futures of hundreds of thousands of youth and adults are in our hands.

APPENDIX B

The Blake Interaction Model

The BLAKE INTERACTION MODEL

for task force Program Development
in Vocational Education

By: Duane L. Blake Ph.D.
Head, Department of Vocational Education
Colorado State University
Fort Collins, Colorado

124 122

Introduction

Most interaction models for task force program development are more simplified than the one being presented. However, they consistently are criticized as being inadequate to accomplish the real and practical purposes established. The model being presented seems to be more adequate in gaining desired results. In theory, it appears sound and in limited practice it has proven to be quite adequate.

Basically, several organizational problems develop when a task force committee is charged with the coordinated program development through a conference procedure. These problems are: (1) How to involve simultaneously several work groups in the productive capacity developing solutions for some several separate problems. (2) How to gain equal input opportunity in program development and (3) How to have newly established materials ready for the participants to take home?

The Model

This model was conceived as a relatively realistic solution to the problem. Figure A is a graphic presentation of a model which if followed clockwise one can see that each group is successively involved in the development of the final desired product dealing with each of the programs. A larger, clearer representation of one of the group sections is shown in Figure B. An explanation of this segment of the working model follows. The large exterior triangle is a representation of the time that each of the work groups are involved in the development of what ultimately will be the final production. The triangular shape represents a decrease in time time involvement for each of these work groups as the final production.

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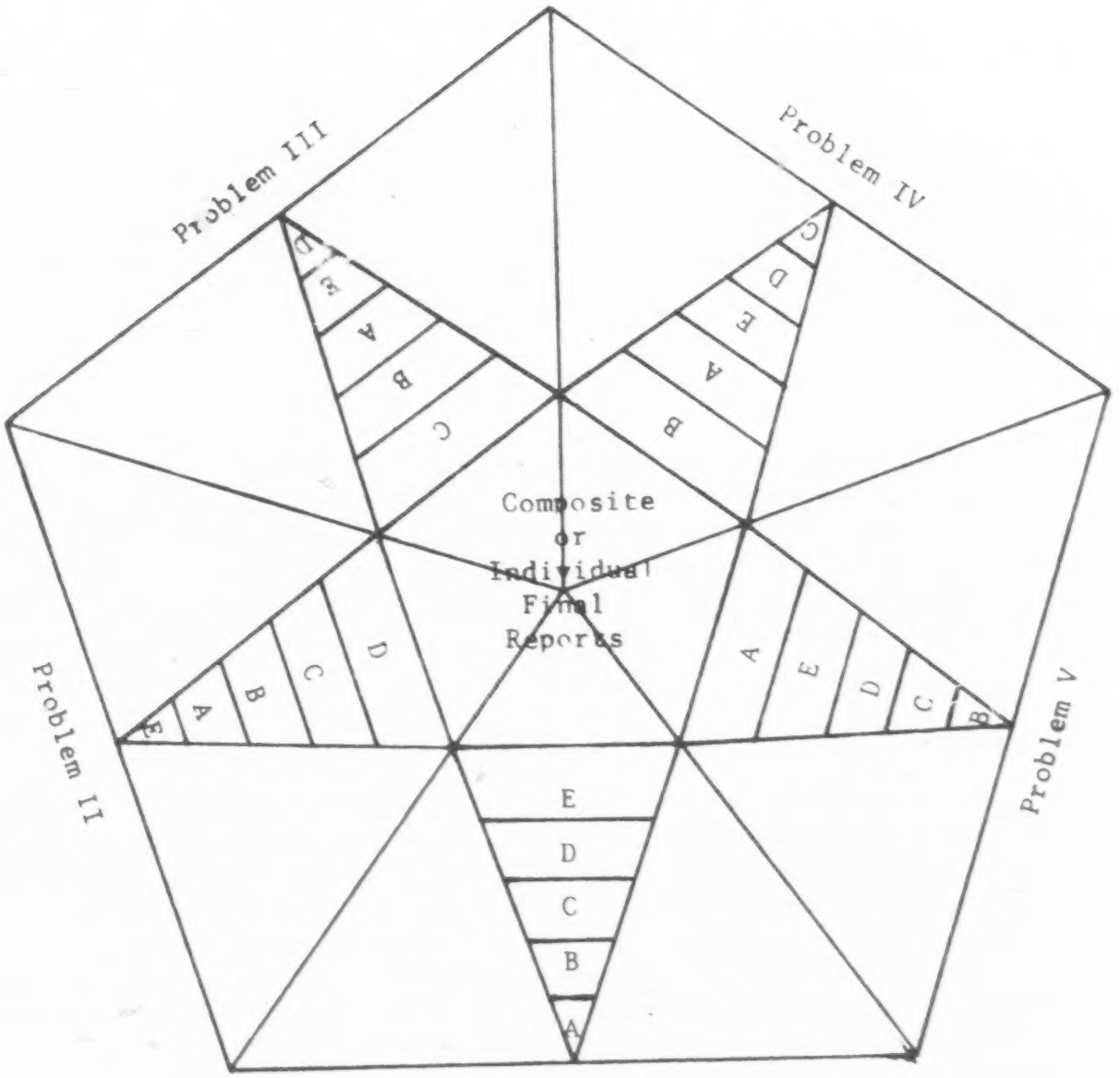

Figure A. Blake Interaction Model for Task Force Program Development in Vocational Education.

The triangular shape represents a decrease in the time involvement for each of these work groups as the final production nears. The smaller inverted triangle in the center wherein work groups A through E are represented, depicts the practical contribution that each of the work groups contribute toward the final production. And the two upright and outer triangles show the amount of inputs utilized by each of the work groups for the development of each of their contributions. As can be seen, Group A begins the productive work on problem I and the extension on each side of work Group A represents the input or raw materials with which Group A works to develop the relatively small segment which begins the contribution toward the final production. As can be seen by the road base of the outer triangle, Group A works a relatively long period of time sifting through the vast quantities of inputs to develop comparatively little. At the expiration of the allotted time segment, Group B begins to function, working not only with a decreased amount of inputs, but basing their work upon what has already been accomplished by Group A. Because of the broader section represented by B it can be seen that the production of B is greater even though their inputs are less than that of Group A. It should be remembered that they are working with and refining that which has been developed by Group A. They are allotted less time than Group A for their development. At the expiration of their allotted time for Group B, Group C begins to work. Again basing their production on decreasing inputs but upon the increased production contributed by work Group B. And so it goes to Group D and to Group E. Group E, as it can be seen, still has an opportunity for input, however, this group is responsible for the ultimate refinement of the production of Group D and the development and editing of the final production which is the ultimate goal. The model shown in Figure A shows that we have five work groups working toward the solution of five separate problems. Each work group having an opportunity to make a positive contribution to the solution of each of the five problems. As can be seen also at the expiration of the time allotted for Group A to work on Problem I, it will move to the second step of Problem II and work toward the solution of Problem II building upon that which Group E has already developed. At the expiration of the group's allotted time on Problem II it will move then to Problem III, Problem IV and Problem V having involved itself successively in the solution of all the problems and responsible for the development of the final product or solution for problem V.

Procedure

The conference group program may be planned to work on 2 or more problems and the tasks rotated as previously described. The entire group may be programmed to hear the presentation of a consultant for each of the problem areas prior to the workshop sessions. However, it may be more feasible to hear only a portion

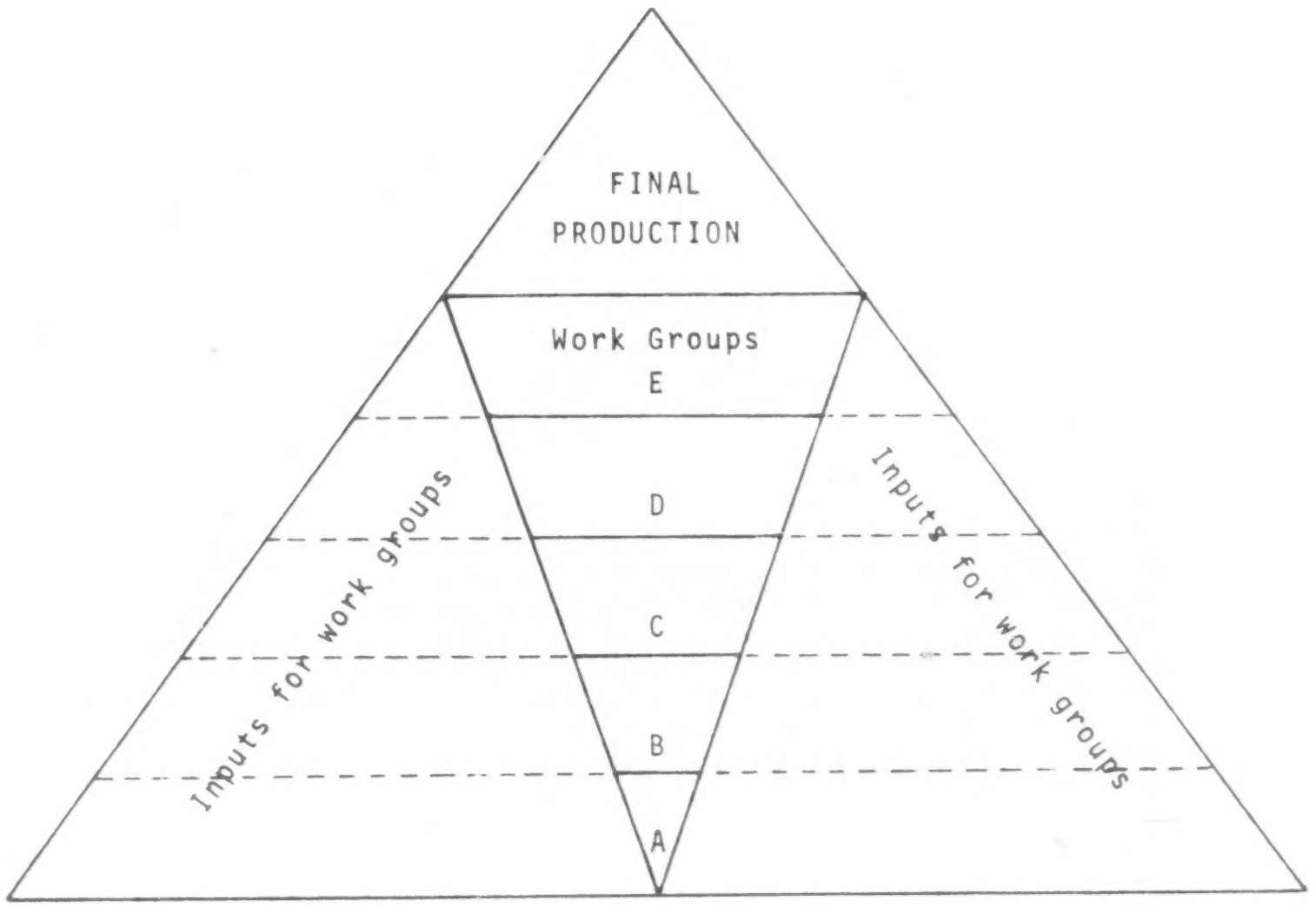

Figure B. Group Section of Blake Interaction Model for Task Force Program Development.

of the presentations prior to starting the workshop phase. That type of input could be made after the task has been initiated.

A secretary should be employed to take notes for each group. At the end of the first workshop period the secretary types the program development created and has it ready for the next workshop group. This allows the conference director to have the final refined copy ready for the participants to take home. A common criticism of conferences is that the materials developed are not available for 6 months to 2 years after the conference resulting in lack of follow-up and utilization.

The procedure allows for all participants to have an input. It also avoids having participants serving as secretaries.

Summary

The purpose of the Blake Interaction Model for Task Force Program Development in Vocational Education is to eliminate some of the chronic problems of conference leading as traditionally performed.

This model permits the leader to develop a program which can involve simultaneously several work groups in a creative capacity developing solutions for several separate related problems. It also provides each individual the opportunity to have an input in each of the problem areas. An added attraction of the model is the provision for refined program materials being available to take home at the conclusion of the conference.

A review of participant evaluations reveals that a more positive attitude toward accomplishment prevails as a result of using this technique in conference leading.

APPENDIX C

List of Participants

PARTICIPANTS

INSTITUTE FOR DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT
PERSONNEL FOR METROPOLITAN AREAS
May 11-15, 1970
Colorado State University

Anghilante, Louis, 516 Nightingale, St. Louis, Missouri 63123

Baca, John E., 2920 San Pedro NE, Albuquerque, N. M., Assoc. Director of Student Services, Albuquerque T-VI

Banker, Dean T., Hutchinson Community College, 1300 N. Plum, Hutchinson, Kansas, 67501

Basile, Abigail, (Mrs.) 1411 Main Street, Kansas City, Missouri 64105, Counselor Supervisor

Bjorlin, Marvin B., Route 2, Box 85, Excelsior, Minnesota 55331

Birkner, Sam D., 841 Marlene, Torrant Co. Junior College, Everman, Texas 76140

Brahms, June A. (Mrs.), 3201 Vivian Avenue, St. Paul, Minnesota 55112

Cameron, Maria (Mrs.) 8697 West 68th Avenue, Arvada, Colorado 80002

Cavnar, Lee, 207 State Services Building, Denver, Colorado 80203

Chestnut, Roberta, U. S. Office of Education, Washington, D. C. 20202

Chiaramonte, Julio, Vocational Counselor, Albuquerque Technical Vocational Institute, Albuquerque, New Mexico

Cohen, Freyda M. (Mrs.) 1634 Via Corona, LaJolla, California 42037

Dash, Edward (Dr.) Assistant Professor of Education, Colorado State University, Fort Collins, Colorado 80521

Davis, Herb., R.R. 1, Box 333, Broomfield, Colorado 80020

De Bord, Robert, 701 North Madison, Stockton, California 95372

Demman, Joseph H., 750 East Three Fountains Drive, #94, Salt Lake City, Utah 84107

Dreher, Norman, 4328 Alder Drive, San Diego, California, 92116

Dupree, Calvin, 206 West Lake Street, #14, Fort Collins, Colorado 80521

Dupree, Pat, 206 West Lake Street, #14, Fort Collins, Colorado 80521

Edwards, Larry, 380 N.W. Norman Avenue, Gresham, Oregon 97030

Eisenbrey, Carl R., 8815 Seward Park Center, South, Seattle, Washington 98118

Enochs, Mary A. (Molly), 77 S. Ogden #217, Denver, Colorado 80209

Ensign, Linda, 2449 34th West., Seattle, Washington 98199

Fuller, Edward, 2435 N.W. 27th, Corvallis, Oregon 97330

Gallimore, Malyne L., 3408 E. Cardinal Drive, Oklahoma City, Oklahoma 73121

Garner, Clifford R., Box 2483, Kodiak, Alaska 99615

Garrison, Robert E., 14050 S.W. Barlow Court, Beaverton, Oregon 97005

Gawle, Charles S., 12838 Via Nestore, Del Mar, California 92014

Glenn, Robert, Director, Adult Education, Lincoln Technical College, Lincoln, Nebraska

Guirl, Eugene, Assistant Principal for Student Personnel, Palo Verde High School, Tucson, Arizona

Gust, Tim, Associate Professor of Education, University of Hawaii, Honolulu, Hawaii

Harris, George A., 2468 Lark Street, New Orleans, Louisiana 70122

Harvey, Jack G., Counselor, M.D.T.A. Skill Center, Kansas City, Missouri

Hatton, Jim, 19844 15th Avenue, S.W., Seattle, Washington 98177

Ihms, Jimmie, 1569 W. Hazelwood, Phoenix, Arizona 85015

Isaacson, Don, 12401 S.E. 320th, Auburn, Washington 98002

Jenkins, Jerome, Vocational-Guidance Counselor, Texarkana Arkansas High School, Specialty Industrial Education

Jibben, Robert, Vocational Counselor, Central High, Minneapolis, Minnesota

Kawasoe, Melvin, 23300 W. Arata Road, Troutdale, Oregon 97000

Kemper, Troy D., 9711 Greenwood Avenue, N., Apartment 204, Seattle, Washington 98103

Kerlan, Julius, 2370 Hendon Avenue, St. Paul, Minnesota 55108

Krehbiel, Carilyn, Graduate Assistant, Department of Vocational Education, Colorado State University, Fort Collins, Colorado 80521

Kutscher, Gordon, P. O. Box 480, Jefferson City, Missouri 65101

Larsen, Hannah, Supervisor, Guidance and Counseling, Portland Schools, Portland, Oregon

Lee, Ivan E., Teacher Educator, University of Nevada, Reno, Nevada

Lewis, Erma Jean (Mrs.), 7000 Lincoln Parkway, S.W., Seattle, Washington 98116

Lynch, Richard C., President, Elko Community College, Elko, Nevada

McCool, Nellie (Miss), 2112 Tempelton Gap Road, Colorado Springs, Colorado 80907

Mack, Robert G., Seattle Public Schools, Work Experience Department, 815 4th Avenue, North, Seattle, Washington, 98004

Menke, Don, 1411 Hackett, Long Beach, California 90815

Merbuch, Gloria, 4555 Wallace Lane, Salt Lake City, Utah 85115

Miller, Joanne, Box 333, Flagstaff, Arizona 86001

Minnaert, Kenneth, J-4 University Village, Fort Collins, Colorado 80521

Mitchell, Richard, 2705 N.W. 26, Oklahoma City, Oklahoma 73107

Monroe, Len, Dean of Students, Clackamas Community College, Oregon City, Oregon

Nemeth, Norma, 5733 N. 11th Place, Phoenix, Arizona 85104

Palmer, Bob, Director of Personnel Services, Portland, Oregon

Parks, Chester A., 4458 E. Bermuda, Tucson, Arizona 85712

Parthum, Mary Ann (Mrs.), 6278 S. Kearney Street, Englewood, Colorado 80110

Quesada, Alicia, Aggie Village 7-G, Fort Collins, Colorado 80521

Rehrig, Gloria (Mrs.), 2900 Dogwood, Route 3, Edmond, Oklahoma 73004
Counselor, Oklahoma City Area Vo-Tech Center

Richmond, Dick, Route 1, Box 98 Delnorte, Colorado 81132

Riley, Sue (Miss), Instructor Home Economics, 3410 S. Pima #1, Flagstaff, Arizona 80010

Shelby, Gerald R., 227 East Long Street, Carson City, Nevada 89701

Smith, Joyce, San Jacinto Senior High School, 1300 Holman, Houston, Texas 77022

Sorensen, Barbara, 2269 Ramona Avenue, Salt Lake City, Utah 84108

Stebe, Jack P., 346 Kenilworth Avenue, Duluth, Minnesota

Sutton, Jack M., P.O. Box 1516, Medford, Oregon 97601

Swanson, Bob, Counselor, Phoenix Union High School, Phoenix, Arizona

Swart, Leon, 7851 East Elida, Tucson, Arizona 85715

Thiel, Dwight O. (Jr.), 210 Laguna, Tracy, California 95376

Trent, John, 918 Mt. Olympus, Reno, Nevada 98507

Waldeck, John, 207 State Services Building, Denver, Colorado State Board for Community Collegessand Occupational Education

Walker, Joe T., 1016 W. Warner, Guthrie, Oklahoma 73044

Ware, Omie, H., 1039 Chamborad Lane, Houston, Texas 77018

Weaver, Glen L., Coordinator of Student Services, State Department of Education, Salem, Oregon

Whitehall, Don E., I.T.C. Coordinator, Dallas Independent School District, Dallas, Texas

Weinstein, Emanuel, U.S. Office of Education, Washington, D. C.

Wientge, King M., 603 Westborough Place, Webster Groves, Missouri 63119

Wood, Marcile, (Mrs.), Colorado State University, Fort Collins, Colorado 80521

APPENDIX D

Brochure

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

Institute 4
of the

Short-Term Institutes for Inservice Training of Professional Personnel, Responsible for
Vocational-Technical Education in Western Metropolitan Areas

ED 134 138

Sponsored by
The Department of Vocational Education

Colorado State University
Fort Collins, Colorado
May 11-15, 1970

U.S.O.E. Grant No. 9-0524

APPENDIX E

Institute Program

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

May 11-15, 1970

INSTITUTE FOUR
OF

SHORT-TERM INSTITUTES FOR
INSERVICE TRAINING OF PROFESSIONAL
PERSONNEL RESPONSIBLE FOR
VOCATIONAL-TECHNICAL EDUCATION IN
WESTERN METROPOLITAN AREAS

Sponsored By
The Department of Vocational Education
Colorado State University
Fort Collins, Colorado
in cooperation with the
U.S. Office of Education
Washington, D.C.
U.S.O.E. Grant No. 9-0524

ROOM SCHEDULE

General Sessions mornings of Monday, May 11, Tuesday, May 12, Wednesday, May 13, meet in room 228

General Session morning of Thursday, May 14, meet in room 230

General Session morning of Friday, May 15, meet in Room 228

Coffee will be served in room 230 the entire week

Small groups will meet in room:

Group A	Room 228
Group B	Room 226
Group C	Room 224
Group D	Room 222
Group E	Room 225

PROGRAM

Development of Vocational Guidance and
Placement Personnel for Metropolitan Areas

May 11, 1970

MONDAY--Major Theme: "The Contemporary Counselor in Metropolitan Areas, His Duties and Opportunities"

7:30--8:30	Introductions
	Welcome: Dr. Charles O. Neidt, Academic Vice President, Colorado State University
	Major objectives of the institute
8:30--9:15	Keynote Speaker: Dr. Ernest Dean, Utah State Senator Director of Research, Utah Technical College, Provo, Utah
9:15--9:30	Question and answer period
9:30-10:00	Coffee break
10:00-11:00	Dr. Peggy Hawley, Asst. Prof. Counselor Education San Diego State College
11:00-11:30	Question and answer period
12:00--1:30	Lunch
1:30--5:00	Break into assigned small groups and begin work on project.

Group A	Problem 1
Group B	Problem 2
Group C	Problem 3
Group D	Problem 4
Group E	Problem 5

May 12, 1970

TUESDAY--Major Theme: Tools and resources available to counselors for increasing their effectiveness

8:00--9:00	Speaker:	Mr. Emanuel Weinstein, Program Officer Student Personnel Services, Dept. of Health, Education and Welfare, Washington, D.C.
9:00--9:30	Question and answer period	
9:30-10:00	Coffee break	
10:00-11:00	Speaker:	Dr. Bill Boast, Instructional Dean, West Campus Denver Community College, Denver, Colorado
11:00-12:00	Question and answer period	
12:00--1:30	Lunch	
1:30--5:00	Small group discussion, project assignment	

Group A	Problems 5 and 4
Group B	Problems 1 and 5
Group C	Problems 2 and 1
Group D	Problems 3 and 2
Group E	Problems 4 and 3

May 13, 1970

WEDNESDAY--Major Theme: "New Techniques of School Counselors"

8:00--9:00	Speaker: Dr. Henry Borow, Professor, University of Minnesota
9:00--9:30	Question and answer period
9:30-10:00	Coffee break
10:00-11:00	Film: "The Contemporary Counselor" by Dr. C. Gilbert Wrenn, Arizona State University
12:00--1:30	Lunch
1:30--5:00	Small group discussion, project assignment

Group A	Problems 3 and 2
Group B	Problems 4 and 3
Group C	Problems 5 and 4
Group D	Problems 1 and 5
Group E	Problems 2 and 1

May 14, 1970

THURSDAY--Major Theme: Placement and Retention

8:00-12:00 Presentations by:

Mr. James Ward, Principal, Manual High School, Denver

Coffee Break

Dr. Reuben Zubrow, Professor of Economics, University of Colorado, Boulder, Colorado

Mr. James Love, Denver Chamber of Commerce
National Alliance of Businessmen

11:00(Approx.) Lunch (Rooms 167 & 168)

12:30 Field trip to: Hewlett Packard Company
Loveland, Colorado

6:30 BANQUET (West Ballroom)

Dinner Speaker: Dr. S. Norman Feingold
B'nai B'rith Vocational Service
Washington, D.C.

May 15, 1970

FRIDAY--Major Theme: Helping the Disadvantaged Find a Vocation

8:00-12:00 Presentations by:

Mrs. Mary Ann Parthum, Co-Operative Program
West High School, Denver

Mr. Tom Ewing, Director, Boys, Inc., Denver

Coffee Break

Mr. Mitchell James, Boys, Inc., Denver

Mr. J. William Porter, Model Cities Program
Concentrated Employment Program
Denver

Reactor: Mr. Fred Featherstone, Regional Counseling
Specialist, Manpower Administration
U.S. Department of Labor
Kansas City, Missouri

12:00--1:30 Lunch

1:30--5:00 "Where Do We Go From Here"

Wrap-up of program, distribution of proceedings

Recognitions

APPENDIX F

Professional Staff and Consultants

PROFESSIONAL STAFF

Dr. G. D. Gutcher
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Dr. Margaret Blake
Department of Psychology
University of Northern Colorado
Greeley, Colorado

Dr. Duane Blake
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

Mr. Harvey Rothenberg
Coordinator of Distributive Education
Longmont Public Schools
Longmont, Colorado

CONSULTANTS

Dr. Peggy Hawley
Assistant Professor
San Diego State College
San Diego, California

Dr. Bill Boast
Instructional Dean
Denver Community College
Denver, Colorado

Dr. Henry Borow
Professor
University of Minnesota
Minneapolis, Minnesota

Dr. Reuben Zubrow
Professor
University of Colorado
Boulder, Colorado

Dr. Norman Feingold
B'nai B'rith Vocational Service
Washington, D. C.

Dr. Ernest Dean
Utah State Senator
and
Director of Research
Utah Technical College
Provo, Utah

APPENDIX G

Evaluation Instruments

INSTITUTE EVALUATION INSTRUMENT

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree, ? (Undecided), D (Disagree), SD (Strongly Disagree)

1.	The objectives of this institute were clear to me.	SA	A	?	D	SD
2.	The objectives of this institute were not realistic.	SA	A	?	D	SD
3.	The participants accepted the purposes of this institute.	SA	A	?	D	SD
4.	The objectives of this institute were not the same as my objectives	SA	A	?	D	SD
5.	I have not learned anything new.	SA	A	?	D	SD
6.	The material presented seemed valuable to me.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	Possible solutions to my problems were not considered.	SA	A	?	D	SD
9.	The information presented was too elementary.	SA	A	?	D	SD
10.	The speakers really knew their subject.	SA	A	?	D	SD
11.	I was stimulated to think about the topics presented.	SA	A	?	D	SD
12.	We worked together well as a group.	SA	A	?	D	SD
13.	The group discussions were excellent.	SA	A	?	D	SD
14.	There was little time for informal conversation.	SA	A	?	D	SD
15.	I had no opportunity to express my ideas.	SA	A	?	D	SD
16.	I really felt a part of this group.	SA	A	?	D	SD
17.	My time was well spent.	SA	A	?	D	SD
18.	The institute met my expectations.	SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	SA	A	?	D	SD

20.	The information presented was too advanced.	SA	A	?	D	SD
21.	The content was not readily applicable to the important problems in this area.	SA	A	?	D	SD
22.	Theory was not related to practice.	SA	A	?	D	SD
23.	The printed materials that were provided were very helpful.	SA	A	?	D	SD
24.	The schedule should have been more flexible.	SA	A	?	D	SD
25.	As a result of your participation in this institute, do you plan to modify either your present or future work?	SA	A	?	D	SD

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant (s) and/or consultant (s), for the purpose of information exchange?

YES_____ NO_____

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

27. To what extent were the objectives of this institute attained?

_____

_____

_____

28. In your opinion, what were the major strengths of this institute?

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute?

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute?

_____

_____

_____

_____

31. Additional comments about institute._____

_____

_____

_____

32. If you had it to do over again would you apply for this institute which you have just completed? YES___ NO___ UNCERTAIN___

33. If an institute such as this is held again, would you recommend to others like you that they attend? YES___ NO___ UNCERTAIN___

PRE-POST INSTITUTE ATTITUDE TEST INSTRUMENT

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

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1. No real benefit can be expected of vocational educational courses.	SA	A	?	D	SD
2. Students capable of success in college should be discouraged from taking vocational education courses.	SA	A	?	D	SD
3. The importance of vocational education cannot be emphasized enough.	SA	A	?	D	SD
4. Failure to offer vocational education cannot be justified in a democratic society.	SA	A	?	D	SD
5. Vocational education is geared to the past.	SA	A	?	D	SD
6. The major function of the high school should be the preparation of students for entrance into college.	SA	A	?	D	SD
7. Vocational education should be offered only to students with low academic ability.	SA	A	?	D	SD
8. The cost of training workers should not be born by the public school system.	SA	A	?	D	SD
9. There is no place in secondary schools for vocational education.	SA	A	?	D	SD
10. Vocational education should be handled outside the academic school system--in technical institutes or community colleges.	SA	A	?	D	SD
11. Increased emphasis on vocational education would not result in fewer dropouts.	SA	A	?	D	SD
12. Every high school graduate should be equipped with a salable skill.	SA	A	?	D	SD
13. Increased vocational education may be the answer to the problems of unemployment.	SA	A	?	D	SD
14. Academic educational courses are more useful than vocational courses to the average student.	SA	A	?	D	SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree)
SD (Strongly Disagree)

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15. No secondary schools should be accredited unless it offers a comprehensive program of vocational education, given adequate funds.	SA	A	?	D	SD
16. The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses.	SA	A	?	D	SD
17. More students should be encouraged to enroll in vocational education programs.	SA	A	?	D	SD
18. Vocational education is an educational frill.	SA	A	?	D	SD
19. No area of education is more important than vocational education.	SA	A	?	D	SD
20. Public expenditure of funds for vocational education is the best educational expenditure that can be made.	SA	A	?	D	SD
21. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	SA	A	?	D	SD
22. Vocational education courses are as important for college bound students as they are for non-college bound students.	SA	A	?	D	SD
23. The proportion of the school budget allocated to vocational education should be increased markedly.	SA	A	?	D	SD
24. Vocational education is one answer to youth unrest in this country.	SA	A	?	D	SD
25. Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income.	SA	A	?	D	SD
26. Vocational education courses prepare students for many jobs which lack prestige.	SA	A	?	D	SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree)
SD (Strongly Disagree)

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27. All students should be enrolled in at least one vocational education class while in school.	SA	A	?	D	SD
28. Rural youth are being educationally short-changed due to inadequate vocational offerings.	SA	A	?	D	SD
29. Vocational education in rural areas is more important than vocational education in urban areas.	SA	A	?	D	SD
30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general.	SA	A	?	D	SD
31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers.	SA	A	?	D	SD
32. Only the non-college bound need vocational education.	SA	A	?	D	SD
33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses.	SA	A	?	D	SD
34. Most students would not benefit from the job skill instruction offered in vocational education programs.	SA	A	?	D	SD
35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	SA	A	?	D	SD
36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	SA	A	?	D	SD
37. Vocational education courses provide learning experiences geared to individual needs better than academic courses.	SA	A	?	D	SD
38. Vocational education programs help keep the potential dropout in school.	SA	A	?	D	SD
39. Vocational training is not as valuable to society as training for the professions.	SA	A	?	D	SD

INSTITUTE IV

DEVELOPMENT OF VOCATIONAL GUIDANCE AND
PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

POST-INSTITUTE EVALUATION INSTRUMENT

Dear Participant:

We solicit your cooperation in helping us to evaluate Institute No. 4 entitled: "Development of Vocational Guidance and Placement Personnel for Metropolitan Areas" which you attended May 11-15, 1970, at Colorado State University.

Please provide the following information about yourself and respond to the items on the following pages. Be assured that all responses will be treated confidentially. Only the evaluator will see your paper. The responses will be summarized and used in the final report.

Kindly return this instrument to me as soon as possible.

Thank you for your help.

Sincerely,

Dr. G. D. Gutcher
Co-Director, Western
Metropolitan Multi-Institute Project
Colorado State University
Fort Collins, Colorado 80521

GDG/jm

Present Date_____ Sex_____ Date of Birth_____

Name_____

City_____ State_____

Position_____

Because of information gained at the institute, I: (Please check correct response):	YES	NO
1. Have re-evaluated present vocational programs.	___	___
2. Have made changes in present vocational programs.	___	___
3. Have explained new concepts to vocational teachers in the school district, institution, or state that I represent.	___	___
4. Have constructed new curricula.	___	___
5. Have helped others construct new curricula.	___	___
6. Have planned new instructional programs.	___	___
7. Have written courses of study.	___	___
8. Have written proposals for vocational programs.	___	___
9. Have written articles or other materials.	___	___
10. Have initiated exemplary programs.	___	___
11. Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	___	___
12. Have given talks on vocational education.	___	___
13. Have been working more effectively with other educators.	___	___
14. Have been constantly using some of the information presented at the institute.	___	___
15. Have definitely learned new concepts which have been valuable to me.	___	___
16. Have referred to and used the printed materials that were provided at the institute.	___	___
17. Have become more aware of the vocational needs of the disadvantaged.	___	___
18. Have developed specific programs for the needs of the disadvantaged.	___	___

	YES	NO
19. Have modified some of my present or planned activities in vocational education.	___	___
20. Have kept in contact with some of the participants and/or consultants I met during the institute.	___	___

In addition to the above, please describe those specific things that you have done as a direct result of having participated in the Institute and briefly describe the changes in Vocational Education that resulted (use additional paper as needed):